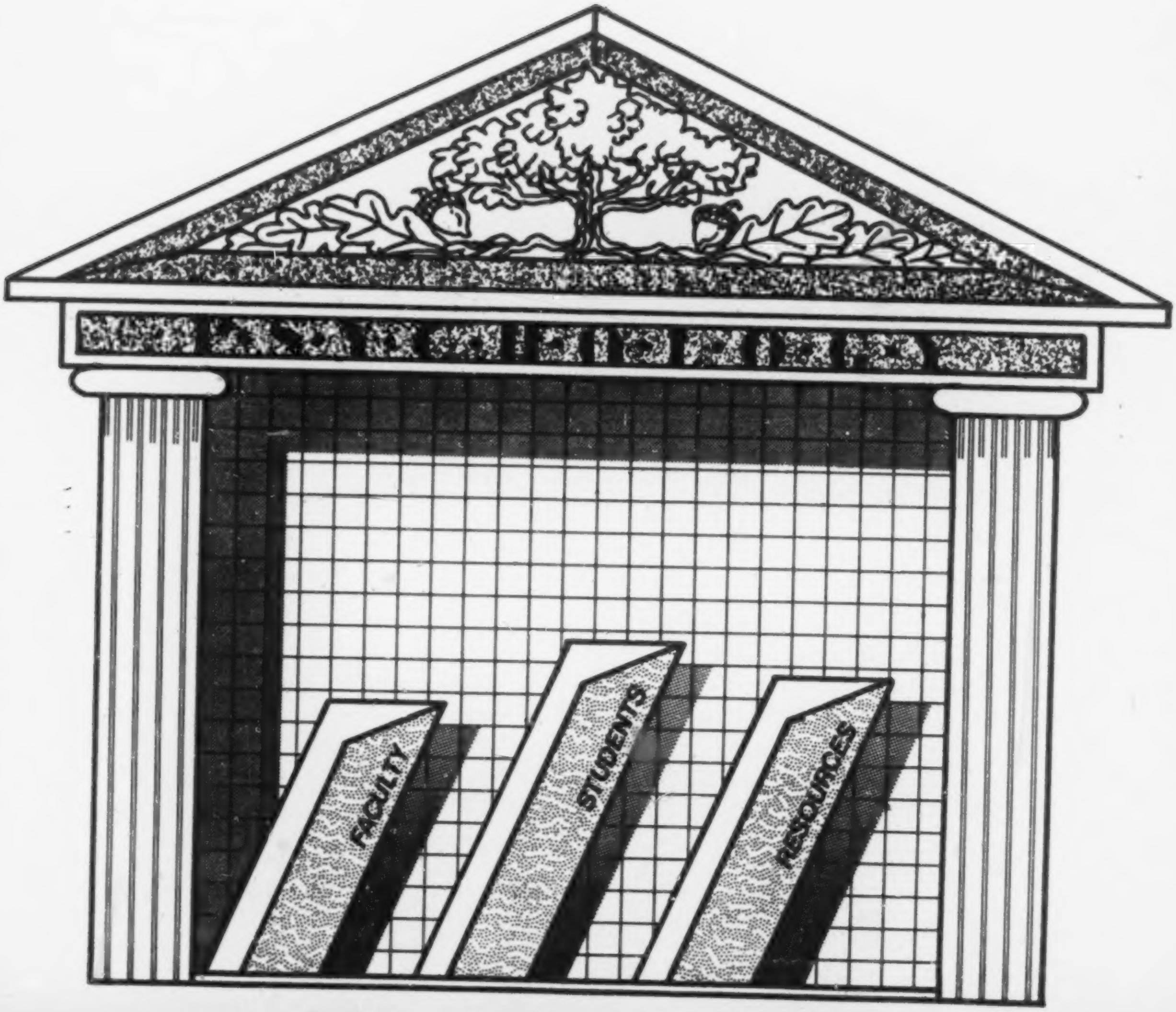
A2620-34 10/87

Office of
Demographic,
Employment &
Educational
Research

1987–88

Characteristics of Graduate Departments of Psychology


FACULTY
STUDENTS
RESOURCES

CHARACTERISTICS OF GRADUATE DEPARTMENTS OF PSYCHOLOGY: 1987-88

Georgine M. Pion, Jessica Kohout, and Marlene Wicherski

May 1989

Office of Demographic, Employment, and Educational Research
American Psychological Association
1200 Seventeenth St. N.W.
Washington, DC 20036

ACKNOWLEDGEMENTS

The 1987-88 Survey of Graduate Departments of Psychology was conducted with the active support, counsel, and cooperation of the Council of Graduate Departments of Psychology and its Executive Board (Sandra Scarr, Chair). This report was prepared by APA's Office of Demographic, Employment, and Educational Research. We gratefully acknowledge the support and assistance of Gary VandenBos, Acting Chief Executive Officer of APA. Vanessa Soil and Denyse Fritz also receive our thanks for their efforts in preparing this report.

Finally, we wish to thank each and every chair who responded to this year's survey. Without their cooperation in completing the questionnaire, this report would not be possible.

HIGHLIGHTS

Graduate Departments in the U.S.

- In 1987-88, graduate departments of psychology were primarily staffed by full-time faculty. Master's departments, however, made somewhat less use of full-time faculty than doctoral departments. Professional schools of psychology were quite dependent upon part-time faculty; almost half of all faculty in professional schools were working on a part-time basis.

- Nearly one quarter of all full-time faculty in graduate departments of psychology were women. Five percent were ethnic minorities, with Blacks comprising the largest ethnic minority group.

- The overwhelming majority (75%) of full-time faculty were tenured. Almost half (49%) were Full Professors, another 29% were Associate Professors, 20% were Assistant Professors, and 2% were Lecturers or Instructors.

- Three fifths of all women full-time faculty were tenured as compared to 81% of their male counterparts. Women accounted for 18% of all tenured faculty, 42% of tenure track faculty, and 45% of faculty in non-tenure-track positions. Corresponding figures for 1980-81 were 14%, 35%, and 41%.

- Women comprised 13% of all Full Professors, 29% of all Associate Professors, and 44% of all Assistant Professors. Some changes have occurred since 1980-81 when 19% of all Associate Professors and 35% of all Assistant Professors were women.

- The number of ethnic minorities on full-time faculties remains small. In 1987-88, ethnic minorities represented 3% of all Full Professors, 6% of all Associate Professors, and 9% of all Assistant Professors. These percentages are remarkably similar to those reported in past years.

- Individuals newly appointed to the faculty accounted for 6% of all full-time faculty in 1987-88. The majority (68%) of these individuals were hired as Assistant Professors, and one third were in the health service provider subfields of psychology. Approximately two fifths came directly from faculty positions at other institutions, 29% were new PhDs, 16% had just completed postdoctoral study, and 13% had been working in nonacademic positions.

- The increase in the average salary of faculty from 1986-87 to 1987-88 was 5.3%. Faculty in doctoral programs fared much better than their counterparts in master's departments, with the average salary increasing 5.6% as compared to only 3.2%. Unfortunately, these gains, once adjusted for inflation, were much smaller. The increase for faculty in doctoral departments was only 1.6%, and faculty in master's departments clearly lost ground, with the average salary declining by 0.8%.

- Merit alone was used to determine faculty raises in 34% of the departments surveyed. For another 34% of departments, faculty raises represented a combination of merit increases and cost-of-living adjustments. Doctoral departments were much more apt to base salary increases solely on merit than were master's departments, and this practice was particularly characteristic of doctoral departments in private institutions.

- The median size of graduate departments of psychology was 14.9 FTEs for tenured/tenure-track faculty. Faculties in doctoral departments were almost twice as large as those of master's departments. Psychology departments had, on average, the largest faculties as compared to professional schools of psychology and other types of departments (e.g., educational and counseling psychology departments).

- In the typical graduate department of psychology, 72% of all full-time faculty were tenured. Almost half (48%) of all departments indicated that more than 75% of their faculty tenured, and one of every ten departments was entirely populated by tenured faculty.

- Despite publicized concern over the problems associated with heavily tenured faculties, it appears that few institutions have established tenure and appointment policies to address this problem. Over three fourths of all doctoral and master's departments stated that there were no quotas on the percentage of tenured faculty, that the probationary period before a tenure review had not been lengthened, that fixed-term contracts had not replaced tenure contracts for any positions, and that no other actions designed to change the numbers of faculty by rank had been instituted at their college/university.

- In 1986-87 and 1987-88, a very small minority (1-2%) of full-time faculty members retired. However, one of every five faculty in graduate departments of psychology were aged 55 or older.

- Three of every five U.S. departments were in institutions that have early retirement plans. The most common types of plans available were full early retirement plans (53%) and partial retirement plans (38%), and the most popular incentives used in conjunction with early retirement options included library privileges, financial incentives, and access to library/office space.

- Looking at faculty who left their departments in 1987-88, one third retired, 10% departed to take a faculty position at another institution, 11% left because of unfavorable tenure/contract decisions, and the remainder left for other reasons (e.g., spouse's employment or a nonacademic job offer).

- Almost two thirds of all full-time doctoral students received some type of financial support (e.g., tuition assistance, research assistantship, or fellowship) as compared to only one third of all full-time master's students. Less than 10% of students enrolled part-time in either a doctoral or master's program were awarded any type of financial assistance by their department.

- As of Fall 1987, six of every ten graduate students were enrolled in a doctoral program. Sixty four percent of all doctoral students and 80% of all master's students were working on degrees in the health service provider subfields of psychology.

- Of all doctoral students in health service provider programs, 31% were enrolled in professional schools of psychology. Professional schools accounted for 27% of all full-time doctoral students in the health service provider subfields and 45% of all part-time doctoral students.

- Of every ten graduate students in psychology programs, six were women, and one was an ethnic minority. Four percent of all graduate students were Black, 4% were Hispanic, 3% were Asian, and 0.3% were American Indian.

Note. Given the relatively low response rate for Canadian graduate departments of psychology overall (55%) and for particular survey items, the decision was made to not summarize the results in the Highlights section. However, a full description of responses for Canadian departments is provided in the text and in the accompanying tables.

TABLE OF CONTENTS

Background 1

  Survey Procedures 1
  Response Rates 1
  Notes and Caveats 2
  Structure of the Report 5

Faculty Characteristics 6

  Demographic Characteristics of Full-time Faculty 6
  Employment Characteristics of Full-time Faculty 9
  Characteristics of New Appointments 9
  Sex and Race/Ethnicity of Full-time Faculty 11
  Tenure Status and Professorial Rank of Full-time Faculty by Sex 15
  Tenure Status and Professorial Rank of Full-time Faculty by Race/Ethnicity 19

Faculty Salaries 22

  Faculty Salaries in U.S. Graduate Departments of Psychology 22
  Faculty Salaries in Canadian Graduate Departments of Psychology 35
  Determinants of Faculty Raises 35
  Starting Salaries of New Faculty 38
  Salaries for Department Chairs and Other Administrative Positions 38

Faculty Size and Tenure and Appointment Policies in Departments 44

  Faculty Size 44
  Percentage of Tenured Faculty 44
  Institutional Policies Affecting Faculty Tenure 49

Faculty Position Openings, Hirings, and Departures 52

  Faculty Position Openings 52
  Success in Filling Faculty Position Openings 55
  Sources of New Faculty 55
  Faculty Departures 55

Faculty Retirements and Early Retirement Options 59

  Faculty Retirements 59
  Retirement Policies and Options 59

Graduate Student Support 64

  Patterns of Support for Graduate Training in Psychology 64
  Graduate Student Stipends 72
  Financial Aid and Recruiting Students 72

Graduate Student Enrollments 76

  Overview 77
  Doctoral Enrollments in U.S. Graduate Departments of Psychology. 77
  Master's Enrollments in U.S. Graduate Departments of Psychology. 80
  Graduate Enrollments in Canadian Graduate Departments of Psychology. . .93

References 99

Appendix A 101

Appendix B 119

LIST OF TABLES

Table 1: Demographic Characteristics of Full-time Faculty in U.S. and Canadian Graduate Departments of Psychology: 1987-88 7

Table 2: Employment Characteristics of Full-time Faculty in U.S. and Canadian Graduate Departments of Psychology: 1987-88 . . . 10

Table 3: Sex and Race/Ethnicity of Full-time Faculty in U.S. Graduate Departments of Psychology: 1987-88. 12

Table 4: Sex and Race/Ethnicity of Full-time Faculty in Health Service Provider Subfields in U.S. Graduate Departments of Psychology: 1987-88 13

Table 5: Sex and Race/Ethnicity of Full-time Faculty in Non Health Service Provider Subfields in U.S. Graduate Departments of Psychology: 1987-88 14

Table 6: Tenure Status and Rank of Full-time Faculty in U.S. and Canadian Graduate Departments of Psychology by Sex: 1987-88. . 16

Table 7: Tenure Status and Rank of Full-time Faculty in U.S. and Canadian Graduate Departments of Psychology by Race/Ethnicity: 1987-88 20

Table 8: Changes in Average Salaries of Full-time Doctoral Faculty by Rank: 1986-87 to 1987-88. 23

Table 9: Changes in Average Salaries of Full-time Doctoral Faculty by Rank and Years in Rank: 1986-87 to 1987-88. 26

Table 10: Average Salaries of Full-time Doctoral Faculty in U.S. and Canadian Graduate Departments of Psychology by Years Since Doctorate: 1987-88 28

Table 11: 1987-88 Salaries for Full-time Doctoral Faculty in U.S. Doctoral Departments of Psychology. 30

Table 12: 1987-88 Salaries for Full-time Doctoral Faculty in U.S. Master's Departments of Psychology. 32

Table 13: 1987-88 Salaries for Full-time Doctoral Faculty in U.S. Professional Schools of Psychology 34

Table 14: 1987-88 Salaries for Full-time Doctoral Faculty in Canadian Doctoral Departments of Psychology 36

Table 15 : Major Determinant of Salary Raises for Faculty in U.S. and Canadian Graduate Departments of Psychology 37

Table 16: Typical 1987-88 Starting Salaries for New Faculty in U.S. and Canadian Graduate Departments of Psychology. 39

Table 17: Expected 1988-89 Starting Salaries for New Faculty in U.S. and Canadian Graduate Departments of Psychology. 40

Table 18: 1987-88 Salaries for Department Chairs in U.S. and Canadian Graduate Departments of Psychology 41

Table 19: 1987-88 Salaries for Faculty in Administrative Positions in U.S. and Canadian Graduate Departments of Psychology 42

Table 20: Faculty Size in U.S. and Canadian Graduate Departments of Psychology: 1987-88 45

Table 21: Percentage of Tenured Faculty in U.S. and Canadian Graduate Departments of Psychology: 1987-88. 48

Table 22: Institution-wide Policies Affecting Faculty Tenure in U.S. and Canadian Graduate Departments of Psychology: 1987-88 . . . 50

Table 23: Position Openings for Full-time Faculty in U.S. and Canadian Graduate Departments: 1986-87 53

Table 24: Sources of New Faculty Hired in 1986-87 by U.S. and Canadian Graduate Departments of Psychology 56

Table 25: Reasons for Faculty Departures in U.S. and Canadian Graduate Departments of Psychology: 1986-87. 57

Table 26: Planned Retirements and Faculty Aged 55 or Older in U.S. and Canadian Graduate Departments of Psychology: 1987-88 . . . 60

Table 27: Mandatory Retirement Age and Early Retirement Options in U.S. and Canadian Graduate Departments of Psychology: 1987-88 62

Table 28: Percentage of Full-time and Part-time Students Supported in Doctoral Programs in U.S. and Canadian Graduate Departments of Psychology: 1987-88 66

Table 29: Percentage of Full-time and Part-time Students Supported in Master's Programs in U.S. and Canadian Graduate Departments of Psychology: 1987-88 67

Table 30: Departmental Practices for Supporting Full-time Doctoral Students in U.S. and Canadian Graduate Departments of Psychology: 1987-88. 69

Table 31: Departmental Practices for Supporting Full-time Doctoral Students in U.S and Canadian Graduate Departments of Psychology by Type of Department: 1987-88. 70

Table 32: Departmental Practices for Supporting Full-time Master's Students in U.S. and Canadian Graduate Departments of Psychology: 1987-88. 71

Table 33: Medians and Quartiles for Graduate Student Support in U.S. Departments of Psychology: 1987-88. 73

Table 34: Patterns of Acceptance in U.S. and Canadian Graduate Departments of Psychology: 1987-88 74

Table 35: Estimated Dollar Value of Most Attractive Financial Support Packages Offered to an Incoming Graduate Student by U.S. and Canadian Graduate Departments of Psychology to an Applicant who was Accepted: 1987-88 75

Table 36: Sex and Race of Doctoral Students Enrolled Full Time in All U.S Graduate Departments of Psychology: 1987-88. 78

Table 37: Sex and Race of Doctoral Students Enrolled Full Time in All U.S. Graduate Departments of Psychology by Institutional Control: 1987-88 79

Table 38: Sex and Race of Doctoral Students Enrolled Full Time in All U.S. Graduate Departments of Psychology by Major Field of Study: 1987-88. 81

Table 39: Sex and Race of Doctoral Students Enrolled Full Time in Health Service Provider Programs in U.S. Professional Schools of Psychology vs. Other Types of Academic Units: 1987-88. . . . 82

Table 40: Sex and Race of Doctoral Students Enrolled Part Time in All U.S. Graduate Departments of Psychology: 1987-88 83

Table 41: Sex and Race of Doctoral Students Enrolled Part Time in U.S. Graduate Departments of Psychology by Institutional Control: 1987-88. 84

Table 42: Sex and Race of Doctoral Students Enrolled Part Time in U.S. Graduate Departments of Psychology by Major Field of Study: 1987-88. 85

Table 43: Sex and Race of Doctoral Students Enrolled Part Time in Health Service Provider Programs in U.S. Professional Schools of Psychology vs. Other Types of Academic Units: 1987-88 . . . 87

Table 44: Sex and Race of Master's Students Enrolled Full Time in All U.S Graduate Departments of Psychology: 1987-88. 88

Table 45: Sex and Race of Master's Students Enrolled Full Time in All U.S. Graduate Departments of Psychology by Institutional Control: 1987-88 89

Table 46: Sex and Race of Master's Students Enrolled Full Time in Health Service Provider Programs in All U.S. Graduate Departments of Psychology by Major Field of Study: 1987-88 . . . 90

Table 47: Sex and Race of Master's Students Enrolled Part Time in All U.S. Graduate Departments of Psychology: 1987-88 91

Table 48: Sex and Race of Master's Students Enrolled Part Time in All U.S. Graduate Departments of Psychology by Institutional Control: 1987-88 92

Table 49: Sex and Race of Master's Students Enrolled Part Time in All U.S. Graduate Departments of Psychology by Major Field of Study: 1987-88. 94

Table 50: Sex and Race of Doctoral Students Enrolled Full Time in All Canadian Graduate Departments of Psychology: 1987-88 95

Table 51: Sex and Race of Doctoral Students Enrolled Full Time in All Canadian Graduate Departments of Psychology by Major Field of Study: 1987-88. 96

Table 52: Sex and Race of Master's Students Enrolled Full Time in All Canadian Graduate Departments of Psychology: 1987-88 97

Table 53: Sex and Race of Master's Students Enrolled Part Time in All Canadian Graduate Departments of Psychology: 1987-88 98

Table B-1: Response Rates to the 1987-88 Survey of Graduate Department of Psychology. 121

LIST OF FIGURES

Figure I: Percentage of Full-time Faculty in U.S. Graduate Departments of Psychology Who Were Women by Tenure Status: 1980-81 and 1987-88. 17

Figure II: Percentage of Full-time Faculty in Graduate Departments of Psychology in the U.S. Who Were Women By Professorial Rank: 1980-81 and 1987-88 18

BACKGROUND

For the past decade, the American Psychological Association (APA) and the Council of Graduate Departments of Psychology (COGDOP) have surveyed graduate departments of psychology in the United States and Canada. The primary purpose of this survey is to provide broad, systematic data on psychology in terms of its graduate faculty, students, and programmatic characteristics.

This survey has been governed by the belief that having up-to-date information on graduate education in psychology is important. The results of previous surveys have proved useful in providing an overall picture of graduate study in psychology and in detecting shifts over time in the "health" of this enterprise (e.g., changes in graduate enrollments, faculty and student demographics, and the economic status of the psychology professoriate). The data also have allowed a more in-depth and disaggregated look at the diverse components of the graduate education and training system in psychology--a view that often is not available from other national surveys which cover a wide range of disciplines (e.g., National Science Foundation, 1988a; Syverson and Robinson, 1987). Finally, the information has been used by a variety of decision makers, including "blue-ribbon" committees on predoctoral research training, university administrators, and department chairs, in formulating policies that affect psychology faculty, students, and programs.

The 1987-88 Survey of Graduate Departments of Psychology (hereafter referred to as the Departmental Survey) covered several topics: (a) faculty characteristics; (b) faculty salaries, along with those of department chairs and faculty in other types of administrative positions; (c) faculty size, tenure, and appointment policies; (d) faculty position openings, hirings, and departures; (e) issues concerning early retirement policies; (f) graduate student enrollments; and (g) student financial support.

Survey Procedures

In November 1987, the Departmental Survey was mailed to all U.S. and Canadian graduate departments of psychology listed in the 1987 edition of Graduate Study in Psychology and Associated Fields (APA, 1987), plus members and affiliates of the National Council of Schools of Professional Psychology (NCSPP). Two follow-up mailings occurred in December and January, and telephone calls to departmental chairs urging participation were conducted in late January.

Response Rates

Of the 641 departments surveyed, 431 responded, yielding an overall response rate of 67%. Table B-1 in Appendix B presents more detailed information on response rates for various subgroups of departments. Over two thirds of all U.S. departments and 55% of Canadian departments responded to the survey. Doctoral departments in the U.S. were much more likely to respond than master's-level departments (74% vs. 58%). Substantially higher response rates were obtained for U.S. doctoral and master's psychology departments (85% and 63%, respectively) as compared to other types of departments (e.g., human development and educational psychology).

Notes and Caveats

In reading this report, four important considerations must be kept in mind. These concern: (1) the population surveyed, i.e., "graduate departments of psychology" and its composition; (2) the use of specific terms to describe various characteristics or subgroups; (3) the representativeness of the results; and (4) the practice of reporting respondent data rather than population estimates.

The population of interest. Graduate education and training in psychology occurs in a wide range of traditional and nontraditional academic settings. The population of interest in this survey included all academic units listed in Graduate Study in Psychology and Associated Fields as offering a graduate degree in psychology or in a closely related field (e.g., human development or research and evaluation). This meant that a diverse group of administrative units was represented among the survey recipients, including departments of psychology in universities, divisions or programs within traditional departmental structures, and free-standing schools of professional psychology.

In psychology, there may be multiple units operating graduate programs at the same academic institution. For example, one university may have graduate psychology programs in three different settings -- a department of psychology within the college of arts and sciences, a separate school of professional psychology, and a department of educational psychology in the school of education. Each of these units was included in the list of survey recipients.

Academic units with graduate programs in psychology also may have different names--names that are not necessarily synonymous with program areas. For example, a degree program in counseling psychology may be found in a department of psychology, a department of educational psychology, or a department of counseling psychology and higher education. Most departments (two thirds of those surveyed) award degrees in several areas of psychology. However, the remaining third either have programs only in a few subfields of psychology (e.g., a department of educational psychology with programs in school and educational psychology) or have programs in a field closely related to psychology (e.g., human development, social ecology, or health behavior research).

Given this population, some caution should be exercised in comparing the results of the Departmental Survey with other major national surveys that report data on psychology faculty and graduate students (e.g., National Science Foundation, 1988a; Syverson & Robinson, 1987). The major reason centers around how "psychology" is defined by the various surveys. For example, the Council of Graduate Schools survey classifies "educational psychology" and "school psychology" under the major field "education" rather than "psychology." These differences in classification schemes may lead to varying results across the individual surveys.

Terms used in the report. For ease of reading, the term "graduate department of psychology" is often used throughout this report in referring to the different types of administrative structures and programs previously described. Similarly, the term "department chair" encompasses department chairs, department heads, deans of professional schools, and so forth. When comparisons are made among various types of departments (e.g., "psychology departments" vs. "educational psychology departments"), the assignment of a department to a particular category of "departmental type" is based on its formal name.

Selected analyses in this report present comparisons for two major subfield groupings in psychology. The first comprises clinical, counseling, and school psychology plus other subfields that train students for licensure to provide health/mental health services. We have designated these as the "practice" or "health service provider" subfields, given their common practice component. Incorporated in the second major area are those subfields whose primary career orientation has focused on teaching, research, and other non-practice related activities, e.g., developmental, educational, experimental, industrial/organizational, and social psychology. These have been designated as "non-practice" or "non-health service provider" subfields.

We recognize that these labels are not fully descriptive and that there is often considerable overlap across these two clusters. For example, many programs in the "health service provider" subfields also train their students for teaching and research careers, and for some, research training may be the primary emphasis. Nevertheless, in looking at the characteristics of faculty and students and determining shifts over time, this categorization scheme is useful, primarily because these two areas are often affected by different factors (e.g., federal predoctoral training support policies, pressures exerted by outside groups such as state licensing boards, and the marketability of graduates).

Representativeness of the results. In reading the results, the appropriate response rate should always be consulted. As previously mentioned, two thirds of the departments responded to the survey, suggesting that the results may be affected in some way by nonrespondent bias.

A comparison of respondents and nonrespondents revealed few major differences, particularly in terms of doctoral departments. For example, 66% of doctoral respondents were in public institutions vs. 61% of the nonrespondents. Master's departments responding to the survey, however, were more likely to be in public institutions (71% vs. 60% of the nonrespondents). Respondents and nonrespondents also differed little with regard to geographic location; one exception was that there was a higher percentage of nonresponding departments in the Middle Atlantic region (27% of the doctoral nonrespondents vs. 16% of respondents, and 25% of the master's nonrespondents vs. 12% of the respondents).

Based on the response rates, it does appear that the results are representative of those units responsible for the bulk of graduate training in psychology in the United States, particularly in terms of doctoral programs. Eighty-three percent of U.S. doctoral psychology departments, the chief source of U.S. doctorate recipients in psychology and graduate faculty, responded to the survey. In terms of graduate training at the master's level, however, less than two thirds of the psychology departments responded, and nonrespondent bias may be more of an issue.

Data from other sources, however, suggest that the survey responses covered the bulk of graduate enrollments in psychology. The 411 U.S. departments responding to the survey and providing enrollment data reported 18,321 full-time doctoral students, 3,681 part-time doctoral students, 8,410 full-time master's students, and 8,457 part-time master's students--a total of 38,869 students. Based on enrollments reported in Graduate Study in Psychology and Associated Fields, 1988 (APA, 1988), these figures represent approximately 82% of all full-time doctoral students, 66% of all part-time doctoral students, 60% of all full-time master's students, and 65% of all part-time master's students.[a] Overall, the data reported on graduate student enrollments include about 72% of all doctoral and master's students in psychology.

Responding departments also contained the majority of graduate faculty in psychology, especially those in doctoral programs. The 395 U.S. departments that responded to the survey and provided data on faculty characteristics reported a total of 6,624 full-time faculty and 734 part-time faculty. Responding Canadian departments provided data on 494 full-time and 22 part-time faculty. Based on the number of faculty reported by department chairs in Graduate Study in Psychology and Associated Fields, 1988 (APA, 1988), these figures represent 72% of full-time and 38% of part-time faculty in U.S. departments; for Canadian departments, the figures are 55% and 17%, respectively. Thus, the results on faculty characteristics and salaries also appear reasonably representative of full-time graduate faculty in psychology. The survey data on part-time faculty are much more suspect; consequently, analyses of faculty characteristics in this report are restricted to full-time faculty.

Reporting of respondent data. No attempt has been made in this report to extrapolate the results to include nonrespondents. The numbers presented in the following tables are based on departments that responded to the survey; they are not estimates of the population. Most tables simply report the percentage of departments that provided information for a specific question of interest. Others report the number of faculty or students aggregated across responding departments. In neither case should the actual numbers reported be considered as estimates of the population; however, the percentages for various characteristics can be viewed as reasonably precise, particularly for doctoral departments.

---

[a] There were 231 departments that did not provide enrollment information, including those that did not respond to the survey and those that did respond but did not report any enrollment data. Information on 161 of these departments was available from Graduate Study in Psychology and Associated Fields, 1988; the remaining 71 departments also did not provide enrollment data in this document. Thus, the percentages of students included by the responding departments can only be approximated.

Structure of the Report

Tables in this report present analyses contrasting U.S. and Canadian departments, and within the U.S. departments, focus on comparisons of departments by highest degree granted (doctoral vs. master's) and type of institution (public vs. private). Information on Canadian departments by degree level is rarely discussed because 13 (72%) of the 18 responding departments were doctoral departments. Comparisons among all different types of departments (e.g., psychology, counseling, educational psychology) typically are not made due to the small number of respondents in some categories, and because other factors (highest degree offered and type of institution) often exert greater influence on student and faculty characteristics.

FACULTY CHARACTERISTICS

Similar to academic units in other major disciplines, graduate departments of psychology remain staffed primarily by full-time faculty. In 1987-88, 82% of the faculty in both U.S. and Canadian doctoral departments were full time, and 18% were part time. Master's departments in the U.S., however, tended to rely more heavily on part-time instructional staff, with 25% of their faculty in part-time positions.

Greater use of "part-timers" also was made by graduate departments in private colleges and universities. Nearly one third of all faculty in private master's departments, along with 28% of faculty in private doctoral departments, were part time. This increased reliance on part-time faculty by private institutions is even more evident when looking only at doctoral psychology departments. Whereas the percentage of part-time faculty in public doctoral psychology departments was only 13%, approximately one quarter of all faculty in private doctoral psychology departments were part time. Professional schools of psychology, particularly those that are free-standing, were the most heavily populated by part-time faculty (45%).

Demographic Characteristics of Full-Time Faculty[b]

Faculty in U.S. graduate departments of psychology. As shown in Table 1, in 1987-88, nearly one quarter of all faculty in U.S. graduate departments of psychology were women. This percentage is much higher than those for many other major scientific fields, including the mathematical and physical sciences (Vetter, 1989). Table 1 also indicates that approximately five percent were ethnic minorities, with Blacks constituting the largest ethnic minority group.

Approximately one fifth of faculty were in clinical psychology. In fact, one of every three faculty members in U.S. departments were working in a health service provider subfield (e.g., clinical, counseling, or school psychology). This concentration of faculty in the practice-related areas is not surprising, given that the majority of graduate enrollments also were in these subfields. (See the section on "Graduate Student Enrollments" in this report.)

The overwhelming majority of full-time faculty in graduate departments of psychology have earned a doctoral degree, and over two thirds of these individuals received their doctorates after 1965. For the most part, the distributions of years since receipt of doctorate were markedly similar for faculty in both doctoral and master's departments; the exception was that a larger percentage of faculty in doctoral departments earned their degree more than 27 years ago. Given that these individuals typically were 30-31 years of age at the time they received their PhD (Harmon & Soldz, 1963),

---

[b] As previously mentioned, the biographical and salary data on part-time faculty are less complete than those provided for full-time faculty. For this reason, the majority of analyses on faculty characteristics focus only on full-time faculty.

Table 1

Demographic Characteristics of Full-time Faculty in U.S. and Canadian Graduate Departments of Psychology: 1987-88

	U.S. Departments						All U.S. Departments	All Canadian Departments
	Doctoral			Master's				
Characteristic	Public (N=180) %	Private (N=89) %	All (N=269) %	Public (N=92) %	Private (N=34) %	All (N=126) %	(N=395) %	(N=15) %
Total faculty:	3,800	1,387	5,187	1,208	234	1,442	6,629	491
Sex:								
Men	76	73	75	75	70	74	75	78
Women	23	27	24	23	30	25	24	22
Not specified	1	<1	<1	1	0	1	1	<1
Race/ethnicity:								
White	95	91	94	95	96	95	94	88
Black	2	4	3	2	3	2	3	<1
Hispanic	1	2	1	1	1	1	1	<1
Asian	1	1	1	1	1	1	1	3
American Indian	<1	<1	<1	<1	0	<1	<1	0
Not specified	<1	2	1	<1	0	<1	1	9
Subfield:								
Health service provider								
Clinical	20	31	23	21	24	21	22	19
Community	1	1	1	1	<1	1	1	1
Counseling	8	5	7	6	6	6	7	3
School	4	2	3	6	2	5	3	1
Other provider subfields	2	1	2	1	1	1	1	<1
Research and other specialties								
Cognitive	6	8	7	4	5	4	6	7
Comparative	1	<1	1	1	0	<1	1	1
Developmental	10	9	10	10	11	10	10	12
Educational	4	1	3	6	1	5	4	2
Engineering	<1	<1	<1	<1	0	<1	<1	0
Experimental	11	7	10	13	17	14	11	13
General	1	1	1	3	1	3	1	<1
Health	1	2	1	<1	<1	<1	1	<1
Industrial-organizational	4	2	4	6	3	5	4	2
Neurosciences	2	3	2	1	1	1	2	3
Personality	2	2	2	2	3	2	2	4
Physiological	4	5	4	5	5	5	4	5
Psycholinguistics	<1	0	<1	<1	0	<1	<1	<1
Psychometrics	1	1	1	1	0	1	1	1

(Continued on next page)

Table 1 (Continued)

Demographic Characteristics of Full-time Faculty in U.S. and Canadian Graduate Departments of Psychology: 1987-88

Characteristic	U.S. Departments						All U.S. Departments	All Canadian Departments
	Doctoral			Master's				
	Public (N=180) %	Private (N=89) %	All (N=269) %	Public (N=92) %	Private (N=34) %	All (N=126) %	(N=395) %	(N=15) %
Total faculty:	3,800	1,387	5,187	1,208	234	1,442	6,629	491
Subfield (continued):								
Psychopharmacology	<1	<1	<1	<1	<1	<1	<1	1
Quantitative	3	2	2	2	1	2	2	3
Research methods	1	1	1	1	0	1	1	1
Social	10	10	10	8	16	10	10	12
Systems and history	<1	<1	<1	1	0	1	<1	1
Other (e.g., human factors, psychophysics, or ecological)	4	3	4	1	1	1	3	5
Other, not in psychology (e.g., special education)	1	1	1	<1	1	2	1	0
Not specified	1	2	1	<1	<1	<1	1	2
Highest degree:								
Doctorate	99	99	99	95	96	95	98	94
Master's/other degree	1	1	1	6	4	5	2	7
Not specified	<1	<1	<1	0	0	0	<1	0
Year of doctorate (for doctoral level faculty only):								
1950 or before	2	3	2	<1	0	<1	2	1
1951-1955	5	6	6	2	3	2	5	2
1956-1960	7	7	7	4	6	4	7	5
1961-1965	15	11	14	11	6	10	13	15
1966-1970	19	15	18	24	17	22	19	22
1971-1975	17	16	17	23	22	23	18	25
1976-1980	14	17	15	14	17	14	15	14
1981-1985	13	16	14	11	13	11	13	12
After 1985	3	4	4	4	7	4	4	2
Not specified	5	5	5	8	10	8	6	3

Source: 1987-88 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Some U.S. departments (N = 18) and Canadian departments (N = 3) responded to the survey but did not provide any information on the characteristics of their faculty and are not included in this table. Percentages are column percentages and may not sum to 100% due to rounding.

they can be viewed as the group most likely to retire sometime during the next decade. Thus, it appears that an increase in academic demand for psychologists in the 1990s primarily will surface in departments with doctoral programs.

Faculty in Canadian graduate departments of psychology. The characteristics of faculty in Canadian departments have changed little over the past few years. Table 1 shows that approximately one fifth of all full-time faculty were women, and 4% were ethnic minorities, primarily Asian/Pacific Islander. Similar to the findings for faculty in U.S. departments, the largest percentage of Canadian faculty were in clinical psychology (19%). The next most frequently reported subfields were experimental psychology, developmental psychology, and systems/history. Almost all faculty had doctorates, and three quarters of these individuals had earned their degrees after 1965.

Employment Characteristics of Full-Time Faculty

Faculty in U.S. graduate departments of psychology. As illustrated in Table 2, the overwhelming majority of faculty in U.S. departments, particularly those in public institutions, were tenured. Doctoral and master's departments in private colleges and universities had the highest percentage of faculty in non-tenure-track positions. For doctoral programs, this was primarily due to the inclusion of free-standing schools of psychology--institutions which typically do not operate on the tenure system.

Almost half (49%) of all full-time faculty in U.S. departments were full professors, and half of these individuals had held this rank for 12 or more years. This concentration of senior full professors was most characteristic of doctoral departments in public institutions.

Faculty in Canadian graduate departments of psychology. Table 2 shows that nine of every ten faculty in Canadian departments had achieved tenure by 1987-88, and only a very small minority of faculty were in non-tenure-track positions. In contrast to faculty in U.S. departments, there were almost equal percentages of full and associate professors--about two fifths. Another 15% of the faculty held assistant professorships.

Characteristics of New Appointments

Individuals newly appointed to the faculty accounted for 6% of all full-time faculty in U.S. graduate departments of psychology in 1987-88. The corresponding percentage for Canadian departments was 4%.

New appointments in U.S. graduate departments of psychology. Two thirds of all new full-time faculty hires in U.S. graduate departments were tenure-track appointments, and one fifth involved faculty slots that were not on the tenure track. Another 11% were to tenured positions, typically located in doctoral departments. Most new appointments (68%) were made at the rank of assistant professor.

Approximately three fourths of new appointments to both tenured and tenure-track positions were made by graduate psychology departments. These

Table 2

Employment Characteristics of Full-time Faculty in U.S. and Canadian Graduate Departments of Psychology: 1987-88

Characteristic	U.S. Departments						All U.S. Departments	All Canadian Departments
	Doctoral			Master's				
	Public (N=180) %	Private (N=89) %	All (N=269) %	Public (N=92) %	Private (N=34) %	All (N=126) %	(N=395) %	(N=15) %
Total faculty:	3,800	1,387	5,187	1,208	234	1,442	6,629	491
Academic rank and years in rank:								
Full professor								
At least 12 years	27	22	25	18	19	18	24	16
6-11 years	14	12	13	16	8	15	14	12
3-5 years	6	5	6	8	6	8	6	7
Less than 3 years	6	6	6	7	4	6	6	7
Subtotal	52	44	50	49	37	47	49	43
Associate professor								
At least 6 years	15	13	14	15	18	15	15	23
3-5 years	7	7	7	7	8	7	7	8
Less than 3 years	7	8	7	7	6	7	7	8
Subtotal	28	28	28	29	32	30	29	40
Assistant professor								
At least 3 years	8	12	9	8	10	8	9	8
Less than 3 years	10	12	10	11	18	12	11	7
Subtotal	18	23	19	18	27	20	20	15
Lecturer/Instructor								
At least 3 years	1	1	1	1	0	<1	1	1
Less than 3 years	1	1	1	3	1	3	1	1
Subtotal	1	3	2	3	1	3	2	2
Not specified	<1	2	1	<1	2	1	1	1
Tenure status:								
Tenured	79	63	75	79	66	77	75	87
Not tenured, but on tenure track	18	22	19	16	23	18	19	10
Not tenured, and not on tenure track	3	15	6	5	9	6	6	3
Not specified	<1	1	<1	<1	2	<1	<1	<1
New appointment for 1986-87:	6	7	6	6	9	7	6	4

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Some U.S. departments (N = 18) and Canadian departments (N = 3) responded to the survey but did not provide any information on the characteristics of their faculty and are not included in this table. Percentages are column percentages and may not sum to 100% due to rounding.

departments also were responsible for 62% of all new hires to non-tenure-track positions; professional schools of psychology accounted for another 15%.

Over one third of all new appointments involved faculty in the health service provider subfields. In fact, about one fifth were in clinical psychology. The next most frequently reported subfields were social psychology (12%), developmental psychology (11%), and industrial-organizational psychology (8%).

New appointments in Canadian graduate departments of psychology. Of the new full-time faculty appointments made in 1987-88, almost two thirds (65%) were tenure-track appointments, 26% were to non-tenure-track positions, and a small minority (9%) involved tenured appointments. Not surprisingly, the overwhelming majority of these appointments (83%) were at the rank of Assistant Professor.

Thirty percent of alle new appointments went to individuals in social psychology. The next most popular subfields in terms of hiring were clinical psychology(20%), cognitive psychology (20%), and developmental psychology (15%).

Sex and Race/Ethnicity of Full-time Faculty[c,d]

Faculty in U.S. graduate departments of psychology. Table 3 presents data on the sex and race/ethnicity of full-time faculty in U.S. departments of psychology. As previously mentioned, almost one quarter of all faculty in 1987-88 were women. Three percent were Black, 1% were Hispanic, 1% were Asian/Pacific Islander, and a very small minority were American Indian/Alaskan Native. Ethnic minorities were more highly represented among women faculty as compared to male faculty in graduate departments (9% vs. 4%, respectively).

Tables 4 and 5 display the distributions of faculty by sex and race/ethnicity for those in the health service provider fields as compared to those in areas that do not involve a strong health/mental health services training component (e.g., social and cognitive psychology). The percentages of women and ethnic minorities in these two major field groupings were relatively similar. However, within specific ethinic minority subgroups,

---

[c] The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian/Pacific Islander; American Indian/Alaskan Native; and Other. Although we realize that individuals can be members of more than one ethnic minority group, the data were collected in this manner to increase comparability with those collected by other major national surveys on faculty and graduate students.

[d] Given the lower response rate of Canadian departments to the survey and the small number of ethnic minority faculty reported, comparisons by race/ethnicity are not discussed in great detail. Any reported percentages also should be viewed with caution.

Table 3

Sex and Race/Ethnicity of Full-time Faculty in U.S. Graduate Departments of Psychology: 1987-88

	Race/Ethnicity[a]						
Sex	White (N=6,243) %	Black (N=180) %	Hispanic (N=83) %	Asian (N=80) %	Native American (N=11) %	Not Specified (N=32) %	Total (N=6,629) %
Men (N=4,986):							
Row %	95	2	1	1	<1	<1	100
Column %	76	58	64	66	73	56	75
Women (N=1,609):							
Row %	91	5	2	2	<1	1	100
Column %	24	42	36	33	27	31	24
Not specified (N=34):							
Row %	85	0	0	3	0	12	100
Column %	1	0	0	1	0	13	1
Total (N=6,629):							
Row %	94	3	1	1	<1	1	100
Column %	100	100	100	100	100	100	100

Source: 1987-88 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by 391 departments that responded to the survey and that reported data on the characteristics of their full-time faculty. Row and column percentages may not add to 100% due to rounding.

[a] The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian/Pacific Islander; American Indian/Alaskan Native; and Other.

Table 4

Sex and Race/Ethnicity of Full-time Faculty in Health Service Provider Subfields in U.S. Graduate Departments of Psychology: 1987-88

Sex	Race/Ethnicity[a]						
	White (N=2,155) %	Black (N=88) %	Hispanic (N=41) %	Asian (N=16) %	Native American (N=6) %	Not Specified (N=13) %	Total (N=2,319) %
Men (N=1,711):							
Row %	94	3	2	1	<1	<1	100
Column %	75	60	61	81	83	31	74
Women (N=596):							
Row %	90	6	3	1	<1	1	100
Column %	25	40	39	20	17	39	26
Not specified (N=12):							
Row %	67	0	0	0	0	33	100
Column %	<1	0	0	0	0	31	1
Total (N=2,319):							
Row %	93	4	2	1	<1	1	100
Column %	100	100	100	100	100	100	100

Source: 1987-88 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by 390 departments that responded to the survey and that reported data on the characteristics of their full-time faculty. Health service provider subfields include clinical, counseling, and school psychology, along with such other subfields as medical, pastoral, and rehabilitation psychology.

[a] The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian/Pacific Islander; American Indian/Alaskan Native; and Other.

Table 5

Sex and Race/Ethnicity of Full-time Faculty in Non Health Service Provider Subfields in U.S. Graduate Departments of Psychology: 1987-88

Sex	Race/Ethnicity[a]						
	White (N=4,022) %	Black (N=91) %	Hispanic (N=39) %	Asian (N=61) %	Native American (N=5) %	Not Specified (N=19) %	Total (N=4,237) %
Men (N=3,224):							
Row %	96	2	1	1	<1	<1	100
Column %	77	56	67	62	60	74	76
Women (N=991):							
Row %	92	4	1	2	<1	1	100
Column %	23	44	33	36	40	26	23
Not specified (N=22):							
Row %	96	0	0	5	0	0	100
Column %	1	0	0	2	0	0	1
Total (N=4,237):							
Row %	95	2	1	<1	<1	1	100
Column %	100	100	100	100	100	100	100

Source: 1987-88 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by 390 departments that responded to the survey and that reported data on the characteristics of their full-time faculty. Included are faculty in those subfields that do not train students for practice (e.g., developmental, educational, experimental, industrial/organizational, and social psychology, along with biopsychology, neuroscience, and psychometrics).

[a] The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian/Pacific Islander; American Indian/Alaskan Native; and Other.

differences appeared. Whereas almost equal proportions of Black and Hispanic faculty were distributed between the health service provider and the non-practice subfields, 80% of Asian faculty and 65% of White faculty were concentrated in those fields not oriented toward practitioner training. Blacks and Hispanics did account for larger fractions of women faculty in the health service provider specialties.

Tenure Status and Professorial Rank of Full-time Faculty by Sex

U.S. graduate departments of psychology. In 1987-88, nearly three fifths of all full-time women faculty in U.S. graduate departments of psychology were tenured. Almost one third were in tenure-track positions, and another 11% were in non-tenure-track positions. In contrast, as shown in Table 6, the overwhelming majority of full-time male faculty were tenured (81%).

Women were much less likely than men to hold Full Professorships and more apt to be in Associate and Assistant Professor positions. This situation in psychology is similar to what has been happening in all science and engineering fields (National Science Foundation, 1988b). Within the Full and Associate Professorial ranks, men also were considerably more likely to have held these ranks for longer periods of time. For example, over one quarter of all male faculty in U.S. departments had been Full Professors for 12 or more years; this was true for only a small minority of women faculty.

Looking at these distributions from another perspective, women comprise 13% of Full Professors, 29% of Associate Professors, 44% of Assistant Professors, and 52% of Lecturers/Instructors.

Despite the continued underrepresentation of women faculty members in graduate departments of psychology and in science and engineering overall, there are some indicators that the situation may be improving. The data presented in Table 6 are suggestive of a situation in which more women faculty have been hired over the last decade and are progressing up through the faculty ranks. As Figure I shows, although women remain underrepresented in terms of tenured full-time faculty, the percentage of women in tenure-track positions in U.S. graduate departments of psychology has increased--up from 35% in 1980-81 to 42% in 1987-88. The percentages of Assistant and Associate Professors who were women also have climbed. (See Figure II.) In 1980-81, 19% of all Associate Professors and 35% of all Assistant Professors were women. Eight years later, these percentages had risen to 29% and 44%, respectively.

This increasing representation of women at the Assistant and Associate Professor ranks is partly due to the fact that there is an expanding pool of women from which to recruit and hire for faculty positions. For example, the percentage of new PhDs in psychology awarded to women has grown from 20% in 1967 to 36% in 1977 and 51% in 1987 (Gilford & Syverson, 1978; National Research Council, 1988). Further, women represented 43% of all new full-time faculty appointments made in 1987-88 by U.S. graduate departments of psychology. Looking at this by rank, almost half (48%) of the new appointments at the Assistant Professor level, one third of the appointments

Table 6

Tenure Status and Rank of Full-time Faculty in U.S. and Canadian Graduate Departments of Psychology by Sex: 1987-88

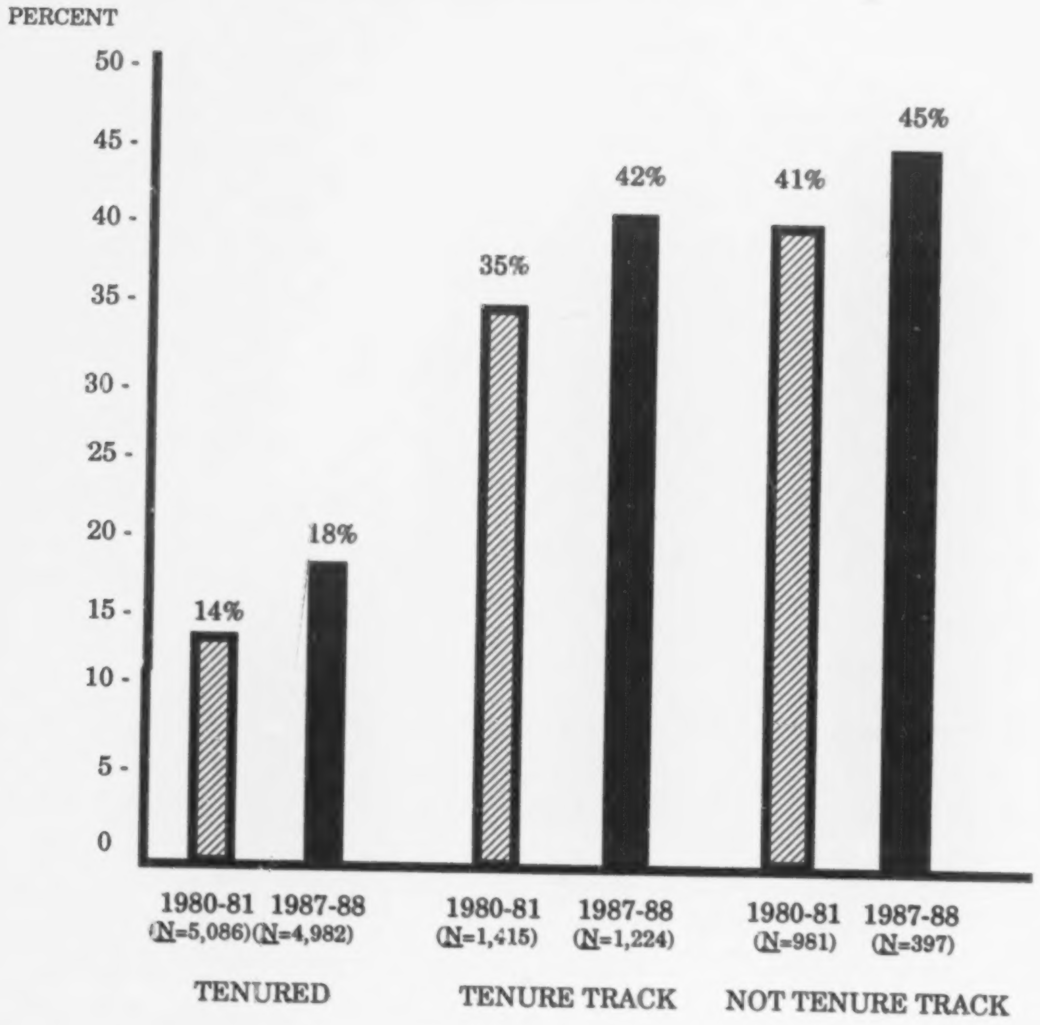
Rank and tenure	U.S. Departments				All U.S. Departments (N=390)		All Canadian Departments (N=15)	
	Doctoral (N=266)		Masters (N=124)					
	Men %	Women %	Men %	Women %	Men %	Women %	Men %	Women %
Total faculty:	3,910	1,254	1,073	354	4,986	1,609	383	107
Tenure status								
Tenured	81	57	83	57	81	57	92	67
Tenure track	14	33	13	29	14	32	7	23
Not tenure track	5	10	3	13	4	11	1	9
Not specified	<1	1	<1	1	<1	1	<1	0
Rank and years in rank								
Full professor								
12 or more years	31	7	22	5	29	7	19	6
6-11 years	15	8	17	10	15	8	14	5
3-5 years	6	5	9	5	7	5	7	7
Less than 3 years	6	7	7	5	6	6	8	6
All years	58	26	55	24	57	26	48	22
Associate professor								
6 or more years	15	12	17	11	16	12	25	15
3-5 years	5	11	6	11	5	11	8	10
Less than 3 years	6	12	6	11	6	11	6	15
All years	26	35	29	32	27	34	39	40
Assistant professor								
3 or more years	7	15	7	12	7	15	7	14
Less than 3 years	7	20	8	23	8	21	4	15
All years	15	35	14	35	14	35	12	29
Lecturer/Instructor								
3 or more years	1	1	<1	1	<1	1	<1	2
Less than 3 years	1	2	1	6	1	3	0	7
All years	1	3	1	8	1	4	<1	8
Not specified	<1	1	1	1	<1	1	1	1

Source: 1987-88 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages are column percentages and may not total to 100% due to rounding. Not included are 34 faculty members in U.S. departments and 1 faculty member in a Canadian department whose sex was not known.

FIGURE I

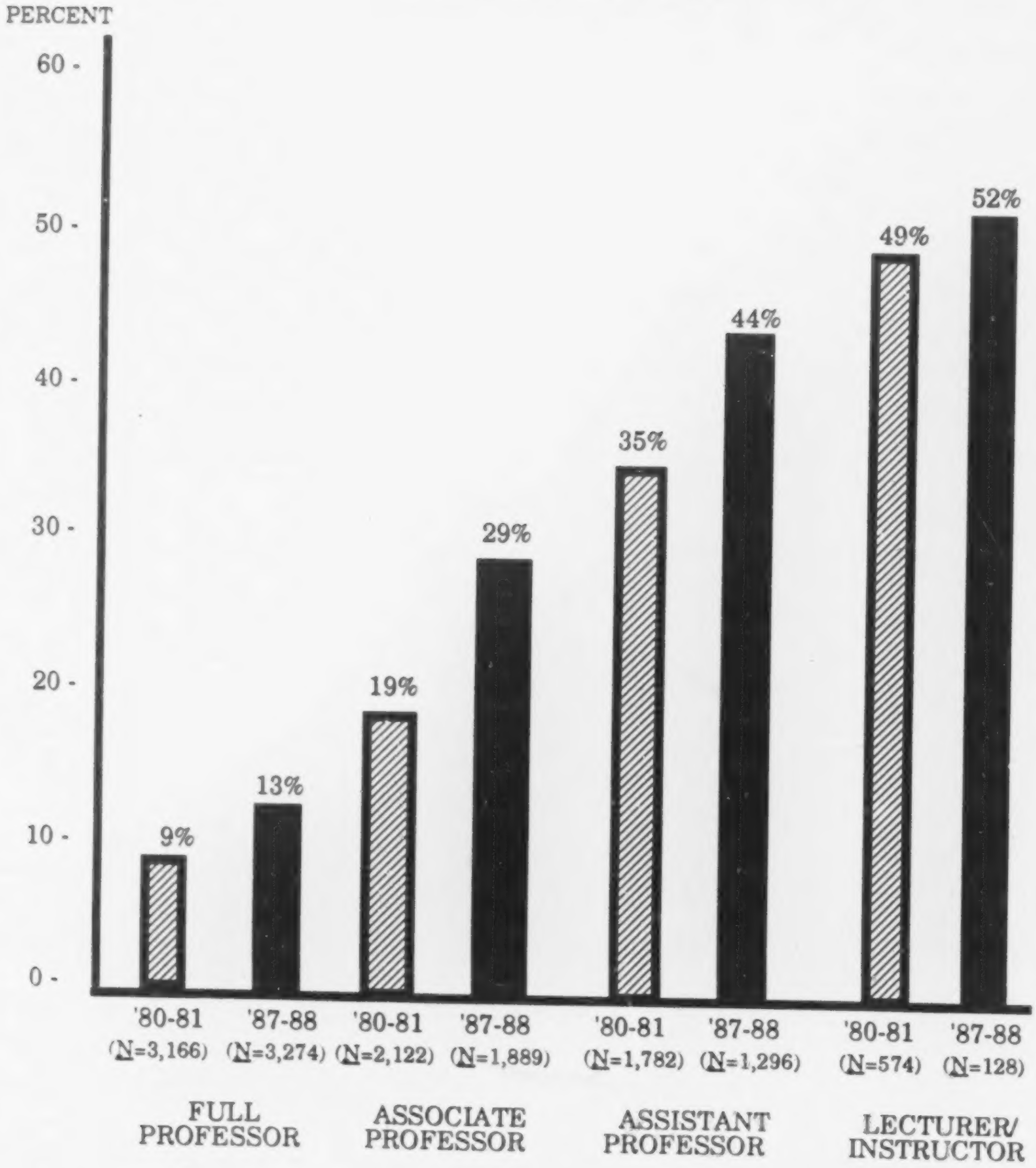
Percentage of Full-Time Faculty in U.S. Graduate Departments of Psychology Who Were Women by Tenure Status: 1980-81 and 1987-88



Source: 1980-81 and 1987-88 Surveys of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology. The Ns reported refer to the total number of full-time faculty in each category.

FIGURE II

Percentage of Full-Time Faculty in Graduate Departments of Psychology in the U.S. Who Were Women By Professorial Rank: 1980-81 and 1987-88



Source: 1980-81 and 1987-88 Surveys of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology. The Ns reported refer to the total number of full time faculty in each category.

at the Associate Professor level, and 17% of the appointments at the Full Professor level were made to women. With the exception of the Full Professor appointments, these percentages were all substantially higher than the proportion of full-time faculty who were women (24%).

Canadian graduate departments of psychology. Similar to the findings for U.S. departments, full-time women faculty in Canadian graduate departments of psychology were less likely to be tenured and to hold Full Professorships. As Table 6 shows, women were more apt to be in tenure-track, Assistant Professor positions. In addition, those women who were Full Professors were less likely than male faculty to have held this rank for more than 5 years.

Once again, the data presented in Table 6 suggest that the representation of women on Canadian faculties is improving. Of the new full-time faculty appointments made by graduate departments in 1987-88, over half (55%) were to women.

Tenure Status and Professorial Rank of Full-time Faculty by Race/Ethnicity

Ethnic minorities remain quite underrepresented on the faculties of graduate departments of psychology. As previously mentioned, about 5% of the faculty in U.S. and Canadian departments were members of an ethnic minority. This percentage has not changed appreciably since the first Departmental Survey was conducted.

U.S. graduate departments of psychology. Similar to the findings for women faculty, ethnic minorities in U.S. graduate departments of psychology were much less likely to be tenured and more likely to be in tenure-track or non-tenure-track positions. They also were significantly less apt to be Full Professors and more likely to hold Assistant Professorships. (See Table 7.)

For each professorial rank, ethnic minorities constituted an extremely small percentage of all full-time faculty. In 1987-88, they represented 3% of all Full Professors, 6% of Associate Professors, and 9% of Assistant Professors.

Looking at individual ethnic minority groups, the largest proportions of Black full-time faculty were Associate (35%) or Assistant Professors (36%). The same was true of Hispanic faculty (34% and 29%). In contrast, faculty members who were Asian/Pacific Islander were most likely to hold the rank of Full Professor (45%) or Assistant Professor (34%). American Indians/Alaskan Natives, less than one percent of all full-time faculty, were typically in Associate or Full Professor positions (42% and 33%, respectively).

No substantial increase has occurred in terms of increasing minority participation on graduate psychology faculties within the past eight years. For example, in 1980-81, 2% of all Full Professors, 4% of Associate Professors, 8% of Assistant Professors, and 13% of Lecturers/Instructors were ethnic minorities (Stapp, 1981); corresponding percentages in 1987-88 were 3%, 6%, 9%, and 10%, respectively. One reason for this lack of

Table 7

Tenure Status and Rank of Full-Time Faculty in U.S. and Canadian Graduate Departments of Psychology by Race/Ethnicity: 1987-88

	U.S. Departments							
	Doctoral (N=265)		Masters (N=125)		All U.S. Departments (N=390)		All Canadian Departments (N=14)	
	White %	Minorities %	White %	Minorities %	White %	Minorities %	White %	Minorities %
Total faculty	4,873	283	1,369	71	6,243	354	431	17
Tenure status								
Tenured	76	54	78	59	76	55	87	88
Tenure track	18	34	17	31	18	33	10	12
Not tenure track	6	12	5	10	6	12	3	0
Not specified	<1	1	<1	0	<1	1	<1	0
Rank and years in rank								
Full professor								
12 or more years	26	11	19	4	25	9	16	35
6-11 years	13	9	15	14	14	10	12	6
3-5 years	6	3	8	7	6	4	7	6
Less than 3 years	6	5	6	7	6	5	7	12
All years	51	27	48	32	51	28	42	59
Associate professor								
6 or more years	14	12	15	18	15	13	23	24
3-5 years	6	10	7	7	7	10	9	6
Less than 3 years	7	11	7	3	7	9	8	0
All years	28	33	30	28	28	32	41	29
Assistant professor								
3 or more years	9	15	8	14	9	15	8	6
Less than 3 years	10	19	12	17	10	18	6	0
All years	19	34	19	31	19	33	15	6
Lecturer/Instructor								
3 or more years	1	<1	<1	0	1	<1	1	0
Less than 3 years	1	3	2	6	1	3	1	0
All years	2	3	3	6	2	4	2	0
Not specified	<1	3	1	3	<1	3	1	6

Source: 1987-88 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology

Note. Percentages are column percentages and may not total to 100% due to rounding. Not included are 32 faculty members in U.S. departments and 43 faculty members in Canadian departments whose race/ethnicity was not known.

progress has been the fact that while there has been some increase in the number of ethnic minorities receiving PhDs in psychology, this group has remained quite small, accounting for approximately 10% of all new PhDs in 1987 (National Research Council, 1988). Moreover, the pool from which to recruit faculty is actually much smaller, given that not all of these new doctorates are interested in pursuing academic careers.

There is some suggestion, however, that departments are working to increase representation of ethnic minorities on their faculties. In 1987-88, one of every ten new full-time faculty appointments was made to a member of an ethnic minority group. Looking at this by rank, ethnic minorities comprised 6% of all new full-time faculty appointments made at the Full Professor level, 12% of all those made at the Associate Professor level, 10% of those made at the Assistant Professor level, and 23% of those made at the Lecturer/Instructor level. For the most part, these percentages exceed that for ethnic minorities in the population of graduate faculty (4%) and are roughly similar to the percentage of new doctorate recipients in psychology who are ethnic minorities. At the same time, the reasons for the larger percentage of new Lecturer/Instructor appointments made to ethnic minorities should be identified so as to ensure that these individuals are in positions where they have the opportunities to participate successfully in the faculty promotion and tenure process.

Professional schools of psychology, in particular, appear to be actively committed to hiring ethnic minority faculty. Whereas 9% of all new full-time faculty appointments made by graduate psychology departments involved ethnic minorities, 30% of the new appointments in professional schools were to members of ethnic minority groups, particularly to individuals of Hispanic origin. In fact, almost half (46%) of all new full-time appointments made to Hispanics were in professional schools. This situation is partially a reflection of the high concentration of professional schools in the Pacific region (California) and the corresponding high representation of Hispanic students in these academic settings. (See the section on "Graduate Student Enrollments.")

FACULTY SALARIES

Tables 8-14 present information on 1987-88 salaries for full-time faculty in U.S. and Canadian graduate departments of psychology. Given that the majority of faculty have earned their doctorate and that salary structures may differ for non-doctorally prepared individuals, excluded from these analyses are faculty with master's or other types of degrees.

The majority of tables report salaries for faculty in U.S. graduate departments of psychology on a 9-10-month basis. Some departments (e.g., professional schools of psychology and departments of psychology in medical schools), however, typically operate on an 11-12-month academic calendar; the 9-10-month salaries can be converted to their 11-12-month equivalents by multiplying by 11/9. Salaries for faculty in Canadian departments are reported in Canadian dollars and on an 11-12-month basis.

In many of the tables, percentage changes in average salaries from 1986-87 to 1987-88 are provided. These percentages are discussed in both _monetary_ terms (as measured in current dollars) and in _real_ terms (those that have been adjusted for inflation). This adjustment is the same one used by the American Association of University Professors (1988), is based on the percentage increase in the _Consumer Price Index_ as reported by the Bureau of Labor Statistics, and is calculated for the standard academic year. It is important to note that these percentage changes are based on salary data reported by departments that responded to the survey for the respective year rather than on changes in faculty salaries computed on an individual basis. Thus, they are subject to errors that may be introduced by having a slightly different set of departments responding to each survey.

The results reported in the following tables are not directly comparable to those for psychology faculty reported in other major surveys. For example, the survey conducted by the American Association of University Professors (1988) covers faculty in all types of departments (both those with and without graduate psychology programs). The same is true of the study carried out by the Association of Land Grant Colleges and Universities (1988) of faculty in public institutions.

A more complete discussion of faculty salaries can be found in _1987-88 Faculty Salaries in Graduate Departments of Psychology_ (Pion, Wicherski, & Kohout, 1988).

Faculty Salaries in U.S. Graduate Departments of Psychology

Table 8 shows that the increase in the average salary for faculty in U.S. graduate departments of psychology during the period from 1986-87 to 1987-88 was 5.3%. Faculty in doctoral programs fared much better than their counterparts in master's departments, with a 5.6% increase in average salary as compared to only 3.2%.

Unfortunately, the rise in average salaries was actually much smaller when adjusted for inflation (estimated at 4.0%). Across all graduate departments, the average faculty salary grew by only 1.3%. The increase was

Table 8

Changes in Average Salaries of Full-time Doctoral Faculty by Rank: 1986-87 to 1987-88

	Rank				
	Full Professor	Associate Professor	Assistant Professor	Lecturer/ Instructor	All Ranks
All U.S. Departments					
1986-87 (360 departments)	$46,973 N=2,950	$33,910 N=1,704	$27,041 N=1,128	$25,731 N=92	$39,023 N=5,874
1987-88 (383 departments)	$49,182 N=3,178	$35,621 N=1,836	$28,815 N=1,212	$28,535 N=68	$41,081 N=6,294
Percentage change in monetary salary:	+4.7%	+5.0%	+6.6%	+10.9%	+5.3%
Percentage change in real terms:	+0.7%	+1.0%	+2.6%	+6.9%	+1.3%
U.S. Doctoral Departments					
1986-87 (240 departments)	$48,342 N=2,349	$34,415 N=1,307	$27,343 N=868	$25,653 N=78	$40,042 N=4,602
1987-88 (259 departments)	$50,950 N=2,524	$36,316 N=1,433	$29,351 N=966	$29,314 N=57	$42,302 N=4,980
Percentage change in monetary salary:	+5.4%	+5.5%	+7.3%	+14.3%	+5.6%
Percentage change in real terms:	+1.4%	+1.5%	+3.3%	+10.3%	+1.6%
U.S. Master's Departments					
1986-87 (120 departments)	$41,621 N=601	$32,244 N=397	$26,031 N=260	$26,161 N=14	$35,339 N=1,272
1987-88 (122 departments)	$42,359 N=654	$33,148 N=403	$26,711 N=246	$24,496 N=11	$36,455 N=1,314
Percentage change in monetary salary:	+1.8%	+2.8%	+2.6%	-6.4%	+3.2%
Percentage change in real terms:	-2.2%	-1.2%	-1.4%	-10.4%	-0.8%

(continued on next page)

Table 8 (continued)

Changes in Average Salaries of Full-time Doctoral Faculty by Rank: 1986-87 to 1987-88

	Rank				
	Full Professor	Associate Professor	Assistant Professor	Lecturer/ Instructor	All Ranks
All Canadian Departments					
1986-87 (13 departments)	$61,455 N=149	$46,960 N=161	$37,414 N=64	a N=4	$50,923 N=378
1987-88 (15 departments)	$64,118 N=203	$50,654 N=179	$39,849 N=66	a N=4	$54,961 N=452
Percentage change in monetary salary	+4.3%	+7.9%	+6.5%	a	+7.9%
Percentage change in real terms	-0.2%	+3.4%	+2.0%	a	+3.4%

Source: 1986-87 and 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. The Ns reported for each mean salary refer to the number of full-time faculty in each category. Salaries for faculty in U.S. departments are reported on a 9-10-month basis. Salaries for faculty in Canadian departments are reported in Canadian dollars and are on an 11-12-month basis. Percentage changes in monetary salary are measured in current dollars. Percentage changes in real terms reflect the percentage increase in monetary terms adjusted for inflation in the U.S. and Canada as reported by the Bureau of Labor Statistics. The rates of inflation for the period from September 1986 to September 1987 and 4.1% for the period from September 1987 to September 1988 were 4.0% in the U.S. and 4.5% for Canada.

[a] No statistics are reported due to the small number of respondents.

slightly higher for faculty in doctoral departments (1.6%). In contrast, after accounting for inflation, faculty in master's departments clearly lost ground inasmuch as the average salary declined by 0.8%.

The percentage increases in the salaries of junior faculty (i.e., Assistant Professors, Lecturers, and Instructors) were higher than those for senior faculty. Looking at all graduate departments, the real increase in the average salary for Assistant Professors was 2.6% as compared to only 1.0% for Associate Professors and 0.7% for Full Professors. Once again, however, any gain was primarily restricted to faculty in doctoral programs. Salaries of Assistant Professors in master's departments did not keep pace with inflation; in fact, the average salary declined by 1.4%. At the same time, this erosion was less than that experienced by Full Professors in these departments.

This pattern of real increases in average salary levels for faculty in doctoral departments and actual losses in earning power for faculty in master's departments was characteristic of all ranks. The percentage of increase or decrease did vary, however, depending on rank and the length of time a faculty member had been in a specific rank. (See Table 9.) The only clear exception was that in master's departments, the average salary level of Assistant Professors with fewer than three years in rank rose by 1.0%.

Also evident in Table 9 is the fact that, similar to past years, faculty in doctoral departments, regardless of years within a particular rank, consistently earned more than their counterparts in master's departments. This disparity in average salary levels ranged from a low of 6.1% for Associate Professors with at least six years in rank to a high of 21.4% for Full Professors who had held this rank for fewer than three years. Further, Table 10 illustrates that these differences remained when salaries were analyzed by years since doctorate rather than years within rank.

Comparisons between salaries of faculty in public vs. private institutions yielded mixed results. Looking at doctoral departments, faculty salaries in private institutions were, for the most part, higher than those earned by faculty who were similar in terms of years within rank and who were working in public colleges and universities. (See Table 11.) However, these differences were not as consistent when examining average salary levels by years since receipt of the doctorate.

For faculty teaching in master's departments, public colleges and universities usually paid higher salaries to their faculty than did private institutions in comparisons of average salary earnings by rank, by years within rank, and by years since the doctoral degree. (See Tables 10, 11, and 12.)

Faculty in professional schools of psychology. Table 13 presents descriptive statistics on salaries of faculty working full time in both university-affiliated and free-standing schools of professional psychology. The salaries are reported on an 11-12-month basis due to the fact that most schools operate on this type of academic calendar. Because some institutions do not appoint faculty by academic rank, salaries are examined by rank and years in rank and by years since doctorate.

Table 9

Changes in Average Salaries of Full-Time Doctoral Faculty by Rank and Years in Rank: 1986-87 to 1987-88

	Full Professor				Associate Professor			Assistant Professor		Lecturer or Instructor	
	At least 12 years in rank	6 to 11 years in rank	3 to 5 years in rank	Fewer than 3 years in rank	At least 6 years in rank	3 to 5 years in rank	Fewer than 3 years in rank	At least 3 years in rank	Fewer than 3 years in rank	At least 3 years in rank	Fewer than 3 years inrank
					U.S. Doctoral Departments						
1986-87 (240 departments)	$51,886 N=1,179	$46,907 N=641	$42,639 N=266	$41,722 N=263	$35,557 N=661	$33,966 N=338	$32,458 N=308	$28,187 N=445	$26,455 N=423	$27,435 N=26	$24,763 N=52
1987-88 (259 departments)	$54,723 N=1,269	$49,046 N=664	$45,141 N=282	$44,845 N=309	$37,307 N=719	$36,162 N=337	$34,564 N=377	$30,427 N=447	$28,424 N=519	$31,816 N=24	$27,495 N=33
Percentage change in monetary salary:	+5.5%	+4.6%	+5.9%	+7.5%	+4.9%	+6.5%	+6.5%	+7.9%	+7.4%	+16.0%	+11.0%
Percentage change in real terms:	+1.5%	+0.6%	+1.9%	+3.5%	+0.9%	+2.5%	+2.5%	+3.9%	+3.4%	+12.0%	+7.0%
					U.S. Master's Departments						
1986-87 (120 departments)	$44,357 N=251	$40,863 N=179	$39,589 N=96	$36,877 N=75	$33,947 N=209	$30,947 N=114	$29,434 N=74	$27,346 N=140	$24,497 N=120	a N=4	$23,271 N=10
1987-88 (122 departments)	$45,468 N=255	$42,257 N=206	$39,558 N=105	$36,931 N=88	$35,173 N=204	$31,914 N=104	$30,153 N=95	$28,142 N=101	$25,715 N=145	- N=0	$24,496 N=11
Percentage change in monetary salary:	+2.5%	+3.4%	-0.1%	+0.1%	+3.6%	+3.1%	+2.4%	+2.9%	+5.0%	a	+5.3%
Percentage change in real terms:	-1.5%	-0.6%	-4.1%	-3.9%	-0.4%	-0.9%	-1.6%	-1.1%	+1.0%	a	+1.3%

(continued on next page)

Table 9 (continued)

Changes in Average Salaries of Full-Time Doctoral Faculty by Rank and Years in Rank: 1986-87 to 1988-89

	Full Professor				Associate Professor			Assistant Professor		Lecturer or Instructor	
	At least 12 years in rank	6 to 11 years in rank	3 to 5 years in rank	Fewer than 3 years in rank	At least 6 years in rank	3 to 5 years in rank	Fewer than 3 years in rank	At least 3 years in rank	Fewer than 3 years in rank	At least 3 years in rank	Fewer than 3 years in rank
					Canadian Departments						
1986-87 (13 departments)	$69,966 N=59	$63,596 N=41	$55,713 N=22	$51,372 N=27	$51,318 N=86	$46,237 N=39	$41,245 N=36	$40,817 N=36	$36,255 N=28	[a] N=2	[a] N=2
1987-88 (15 departments)	$71,056 N=75	$64,453 N=59	$58,075 N=33	$54,658 N=36	$53,617 N=107	$47,902 N=33	$44,854 N=39	$42,209 N=36	$37,016 N=30	- N=0	[a] N=4
Percentage change in monetary salary:	+1.6%	+1.3%	+4.2%	+6.4%	+4.5%	+3.6%	+8.8%	+3.4%	+2.1%	[a]	[a]
Percentage change in real terms:	-2.9%	-3.2%	-0.3%	+1.9%	+0.0%	-0.9%	+4.3%	-1.1%	-2.4%	[a]	[a]

Source: 1986-87 and 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, APA, and Council of Graduate Departments of Psychology.

Note. The *N*s reported for each mean salary refer to the number of full-time faculty in each category. Salaries for faculty in U.S. departments are reported on a 9-10-month basis. Salaries for faculty in Canadian departments are reported in Canadian dollars and are on an 11-12-month basis. Percentage changes in monetary salary are measured in current dollars. Percentage changes in real terms reflect the percentage increase in monetary terms adjusted for inflation in the U.S. and Canada as reported by the Bureau of Labor Statistics. The rates of inflation for the period from September 1986 to September 1987 and 4.1% for the period from September 1987 to September 1988 were 4.0% in the U.S. and 4.5% for Canada.

[a] No statistics are reported due to the small number of respondents.

Table 10

Average Salaries of Full-Time Doctoral Faculty in U.S. and Canadian Graduate Departments of Psychology by Years Since Doctorate: 1987-88

Years since doctorate	U.S. Departments						All U.S. Departments (N=372)	All Canadian Departments (N=15)
	Doctoral			Master's				
	Public (N=173)	Private (N=82)	All (N=255)	Public (N=84)	Private (N=33)	All (N=117)		
35 years or more	$59,563 N=159	$61,167 N=73	$60,067 N=232	$47,970 N=12	a N=2	$48,325 N=14	$59,399 N=246	a N=6
30-34 years	$53,359 N=258	$54,996 N=87	$53,772 N=345	$47,346 N=32	$47,734 N=11	$47,446 N=43	$53,071 N=388	$71,237 N=21
25-29 years	$50,693 N=403	$49,683 N=112	$50,473 N=515	$43,783 N=89	$42,060 N=15	$43,535 N=104	$49,307 N=619	$67,807 N=45
20-24 years	$46,330 N=652	$48,877 N=166	$46,854 N=818	$42,222 N=207	$38,972 N=26	$41,859 N=233	$45,746 N=1,051	$61,729 N=86
17-19 years	$43,824 N=440	$43,555 N=126	$43,764 N=566	$39,916 N=168	$34,036 N=27	$39,102 N=195	$42,569 N=761	$57,924 N=60
14-16 years	$41,144 N=362	$41,819 N=121	$41,313 N=483	$37,340 N=179	$32,946 N=27	$36,764 N=206	$39,953 N=689	$51,368 N=73
11-13 years	$38,109 N=338	$38,027 N=138	$38,085 N=476	$34,031 N=106	$31,603 N=19	$33,662 N=125	$37,165 N=601	$49,129 N=52
8-10 years	$34,300 N=317	$33,194 N=138	$33,965 N=455	$30,201 N=91	$29,161 N=22	$29,999 N=113	$33,176 N=568	$43,924 N=31
6-7 years	$31,230 N=194	$30,406 N=97	$30,955 N=291	$28,375 N=43	$28,564 N=13	$28,419 N=56	$30,546 N=347	$41,226 N=32

(Continued on next page)

Table 10 (Continued)

Average Salaries of Full-Time Doctoral Faculty in U.S. and Canadian Graduate
Departments of Psychology by Years Since Doctorate: 1987-88

Years since doctorate	U.S. Departments							All Canadian Departments (*N*=15)
	Doctoral			Master's			All U.S. Departments (*N*=372)	
	Public (*N*=173)	Private (*N*=82)	All (*N*=255)	Public (*N*=84)	Private (*N*=33)	All (*N*=117)		
4-5 years	$29,107 *N*=200	$29,199 *N*=76	$29,132 *N*=276	$26,645 *N*=52	[a] *N*=8	$26,483 *N*=60	$28,659 *N*=336	$39,290 *N*=15
2-3 years	$27,908 *N*=161	$27,080 *N*=71	$27,654 *N*=232	$25,337 *N*=50	$24,467 *N*=15	$25,136 *N*=65	$27,103 *N*=297	$34,865 *N*=10
Less than 1 year	$27,358 *N*=54	$26,111 *N*=21	$27,009 *N*=75	$25,911 *N*=20	[a] *N*=6	$25,401 *N*=26	$26,595 *N*=101	[a] *N*=4

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. The *N*s reported for each median salary refer to the number of full-time faculty in each category. Salaries for faculty in U.S. departments are reported on a 9-10-month basis. Salaries for faculty in Canadian departments are reported in Canadian dollars and on an 11-12-month basis.

[a] No statistics are reported due to the small number of respondents.

Table 11

1987-88 Salaries for Full-time Doctoral Faculty in U.S. Doctoral Departments of Psychology

Rank and years in rank	Median	Q1	Q3	Mean	SD	N
Doctoral Departments in Public Institutions (177 departments)						
Full professor						
At least 12 years	$52,880	$44,200	$61,161	$53,887	12,457	1,003
6-11 years	$48,346	$42,037	$55,049	$49,170	9,537	513
3-5 years	$44,200	$39,048	$49,400	$44,855	7,465	213
Less than 3 years	$43,045	$38,823	$49,803	$44,636	3,694	234
All years	$49,000	$42,000	$57,709	$50,571	11,483	1,963
Associate professor						
At least 6 years	$36,350	$32,333	$41,472	$37,118	6,782	550
3-5 years	$34,690	$31,553	$39,387	$35,950	5,841	248
Less than 3 years	$34,486	$30,108	$37,970	$34,684	6,015	264
All years	$35,537	$31,500	$39,739	$36,240	6,460	1,062
Assistant professor						
At least 3 years	$29,253	$27,018	$33,025	$30,216	4,712	298
Less than 3 years	$27,983	$26,000	$30,313	$28,370	3,441	369
All years	$28,500	$26,444	$31,310	$29,195	4,157	667
Lecturer/Instructor						
At least 3 years	a	a	a	a	a	9
Less than 3 years	$27,976	$24,751	$33,912	$29,880	7,851	18
All years	$27,952	$24,600	$32,700	$30,570	9,206	27
Doctoral Departments in Private Institutions (82 departments)						
Full professor						
At least 12 years	$56,657	$47,538	$67,075	$57,878	14,320	266
6-11 years	$47,400	$42,000	$54,000	$48,624	10,172	151
3-5 years	$45,041	$39,200	$52,500	$46,021	11,153	69
Less than 3 years	$44,550	$40,000	$50,000	$45,498	10,931	75
All years	$50,000	$42,914	$60,265	$52,274	13,606	561
Associate professor						
At least 6 years	$37,100	$33,341	$41,925	$37,925	7,518	169
3-5 years	$35,900	$32,167	$40,107	$36,753	6,453	89
Less than 3 years	$33,800	$30,062	$36,618	$34,282	6,417	113
All years	$35,500	$32,000	$40,000	$36,534	7,104	371
Assistant professor						
At least 3 years	$30,000	$27,850	$33,000	$30,850	4,602	149
Less than 3 years	$28,148	$25,000	$30,500	$28,558	5,687	150
All years	$29,500	$26,600	$31,500	$29,700	5,292	299

(continued on next page)

Table 11 (Continued)

1987-88 Salaries for Full-time Doctoral Faculty in U.S. Doctoral Departmental of Psychology

Rank and years in rank	Median	Q1	Q3	Mean	SD	N
Lecturer/Instructor						
At least 3 years	$30,626	$25,522	$35,000	$31,734	7,554	15
Less than 3 years	$25,522	$21,268	$27,188	$24,634	4,720	15
All years	$27,079	$23,500	$31,411	$28,184	7,165	30

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. The Ns reported for each category of years within rank refer to the number of full-time faculty in the respective subgroup. Salaries for faculty in U.S. departments are reported on a 9-10-month basis.

[a] No statistics are reported due to the small number of respondents.

Table 12

1987-88 Salaries for Full-time Doctoral Faculty in U.S. Master's Departments of Psychology

Rank and years in rank	Median	Q1	Q3	Mean	SD	N
Master's Departments in Public Institutions (90 departments)						
Full professor						
At least 12 years	$45,617	$41,204	$51,177	$45,675	6,196	214
6-11 years	$42,000	$36,861	$50,112	$42,941	6,801	189
3-5 years	$38,466	$35,190	$44,870	$39,981	6,482	93
Less than 3 years	$36,362	$32,955	$39,218	$36,658	4,991	80
All years	$42,000	$37,114	$46,578	$42,606	7,005	576
Associate professor						
At least 6 years	$34,554	$31,236	$38,393	$35,596	5,902	166
3-5 years	$31,195	$29,000	$35,152	$32,246	4,184	85
Less than 3 years	$29,630	$28,000	$31,600	$29,982	3,527	82
All years	$32,013	$29,588	$36,229	$33,359	5,515	333
Assistant professor						
At least 3 years	$27,515	$25,335	$29,463	$28,246	4,431	82
Less than 3 years	$25,443	$23,400	$27,990	$26,015	3,323	114
All years	$26,000	$24,306	$28,921	$26,948	3,972	196
Lecturer/Instructor						
At least 3 years	-	-	-	-	-	0
Less than 3 years	$23,000	$22,020	$28,000	$24,496	3,380	11
Master's Departments in Private Institutions (32 departments)						
Full professor						
At least 12 years	$44,000	$36,625	$51,133	$44,392	10,997	41
6-11 years	$34,450	$33,000	$38,598	$34,651	5,419	17
3-5 years	$35,819	$34,375	$39,631	$36,285	3,251	12
Less than 3 years	a	a	a	a	a	8
All years	$38,900	$34,059	$44,959	$40,536	9,611	78
Associate professor						
At least 6 years	$31,225	$29,385	$36,792	$33,323	5,226	38
3-5 years	$30,903	$27,250	$33,300	$30,428	3,877	19
Less than 3 years	$30,000	$27,630	$34,259	$31,228	4,857	13
All years	$30,898	$28,938	$35,075	$32,148	4,940	70

(continued on next page)

Table 12 (Continued)

1987-88 Salaries for Full-time Doctoral Faculty in U.S. Master's Departments of Psychology

Rank and years in rank	Median	Q1	Q3	Mean	SD	N
Assistant professor						
At least 3 years	$28,936	$25,918	$29,500	$27,697	3,367	19
Less than 3 years	$24,000	$23,000	$27,000	$24,610	2,716	31
All years	$26,000	$23,150	$28,100	$25,783	3,312	50
Lecturer/Instructor	-	-	-	-	-	0

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. The Ns reported for each category of years within rank refer to the number of full-time faculty in the respective subgroup. Salaries for faculty in U.S. departments are reported on a 9-10-month basis.

[a] No statistics are reported due to the small number of respondents.

Table 13

1987-88 Salaries for Full-time Doctoral Faculty in U.S. Professional Schools of Psychology

Rank and years since degree	Median	Q1	Q3	Mean	SD	*N*
Rank and years within rank (17 schools)						
Full professor						
At least 12 years	$58,880	$44,164	$69,900	$60,497	17,744	19
6-11 years	$51,898	$45,407	$62,885	$56,153	14,540	27
3-5 years	$40,876	$31,436	$44,140	$41,534	13,210	11
Less than 3 years	$41,969	$37,430	$50,174	$44,762	11,579	13
Associate professor						
At least 6 years	$43,005	$35,332	$48,099	$42,885	7,445	32
3-5 years	$39,765	$35,233	$44,949	$40,955	8,365	24
Less than 3 years	$35,144	$33,022	$45,031	$37,991	6,581	26
Assistant professor						
At least 3 years	$32,452	$29,890	$37,424	$34,307	6,019	27
Less than 3 years	$30,287	$26,645	$35,380	$31,046	5,985	23
Years since doctorate (19 schools)						
35 years or more	a	a	a	a	a	5
30-34 years	$58,675	$49,886	$72,470	$61,917	16,258	10
25-29 years	$50,630	$44,030	$77,440	$57,145	21,862	15
20-24 years	$44,878	$42,111	$54,140	$48,142	12,927	24
17-19 years	$43,030	$35,053	$57,025	$46,200	14,863	20
14-16 years	$43,738	$33,347	$50,142	$41,676	10,163	27
11-13 years	$41,110	$33,550	$46,325	$40,008	7,780	28
8-10 years	$35,304	$31,436	$39,995	$35,228	6,789	35
6-7 years	$33,000	$29,467	$36,531	$33,984	7,810	28
4-5 years	$35,518	$30,706	$40,794	$35,427	5,773	12
2-3 years	$29,458	$26,249	$31,560	$29,763	4,779	10
0-1 year	a	a	a	a	a	2

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. The *N*s reported for each category of years with rank and years since doctorate refer to the number of full-time faculty in the respective subgroup. Salaries are reported on an 11-12-month basis, given that this is the typical academic calendar year for professional schools.

[a] No statistics are reported to due to the small number of respondents.

Faculty in departments of psychology in medical schools. Although still a small number, some doctoral psychology programs are located in medical schools. In 1987-88, the median 11-12-month salaries of faculty in these programs were: $53,802 for Full Professors (N=27); $47,902 for Associate Professors (N=31); $37,922 for Assistant Professors (N=45), and $33,133 for Lecturers/Instructors (N=17). Compared with the median salaries of all non-MD faculty in basic and clinical departments reported by the Association of American Medical Colleges (Smith, 1988), these medians were lower, particularly for Full Professors.

Faculty Salaries in Canadian Graduate Departments of Psychology

From 1986-87 to 1987-88, the increase in the average salary level of faculty in Canadian departments was 7.9%. Table 8 indicates that the largest increase occurred for Associate Professors.

As can be seen in Table 9, Full and Associate Professors with fewer than three years in rank experienced the largest gains. In terms of percentage increases, salaries for Full Professors with more than five years in rank suffered the largest declines in real terms.

Table 10 presents the average salary for faculty in Canadian departments by years since doctorate. Given that the majority of Canadian departments responding to the survey had doctoral programs, Table 14 presents salary statistics by rank and years within rank for doctoral programs.

Determinants of Faculty Salary Raises

U.S. graduate departments of psychology. The salaries of most faculty in 1987-88 reflected increases from their 1986-87 levels; only 6% of all U.S. departments did not award salary increases. As reflected in Table 15, however, faculty in master's-level institutions were more likely not to have received raises, particularly those in master's departments in public colleges and universities.

When raises were awarded, no uniform procedure was applied by all departments. The most frequent practices were to base salary increases either on merit alone (34%) or on merit plus a cost-of-living adjustment (34%). Doctoral departments were much more apt to consider only merit in salary decisions than were master's departments, and sole reliance on merit was particularly characteristic of doctoral departments in private institutions. Least likely to have salary increases entirely based on merit were master's departments in private colleges and universities.

Collective bargaining by unions constituted the single determinant of salary increases in 16% of the departments. Cost-of-living adjustments alone governed salary decisions in another 9%.

A small percentage of departments (7%) used some other means of determining salary raises. Typically, these practices reflected a combination of factors, such as union negotiations, peer committee merit increases, and achievement awards determined by the administration. For

Table 14

1987-88 Salaries for Full-time Doctoral Faculty in Canadian Doctoral Departments of Psychology

Rank and years in rank	Median	Q1	Q3	Mean	SD	N
	Canadian Doctoral Departments (11 departments)					
Full professor						
At least 12 years	$72,900	$65,786	$75,543	$71,311	8,325	69
6-11 years	$65,786	$61,175	$69,325	$65,273	5,688	50
3-5 years	$57,988	$56,756	$60,025	$58,523	3,849	28
Less than 3 years	$54,589	$52,538	$59,000	$54,963	4,705	32
All years	$64,000	$57,884	$72,000	$64,702	9,032	179
Associate professor						
At least 6 years	$53,700	$49,600	$57,893	$53,837	6,522	93
3-5 years	$46,938	$45,008	$51,757	$47,571	4,992	28
Less than 3 years	$43,500	$41,400	$48,823	$44,803	6,563	36
All years	$50,124	$44,378	$54,928	$50,648	7,396	157
Assistant professor						
At least 3 years	$42,470	$38,073	$46,000	$42,588	5,669	31
Less than 3 years	$36,574	$34,306	$39,218	$37,068	3,874	28
All years	$39,000	$35,786	$42,514	$39,969	5,598	59
Lecturer/Instructor						
At least 3 years	–	–	–	–	–	0
Less than 3 years	a	a	a	a	a	4

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. The Ns reported for each category of years with rank refer to the number of full-time faculty in the respective subgroup. Salaries are reported in Canadian dollars and on an 11-12-month basis.

[a] No statistics are reported to due to the small number of respondents.

Table 15

Major Determinant of Salary Raises for Faculty in U.S.
and Canadian Graduate Departments of Psychology

Determinant of salary raise	U.S. Departments						All U.S. Departments	All Canadian Departments
	Doctoral			Master's				
	Public (N=178) %	Private (N=86) %	All (N=274) %	Public (N=97) %	Private (N=36) %	All (N=133) %	(N=399) %	(N=17) %
Faculty salary raises for 1986-87:								
No salary raises given	5	2	4	11	6	10	6	6
Salary raises awarded	93	91	92	89	94	90	91	94
Not specified	2	7	3	0	0	0	2	0
(For those departments reporting salary raises) Major determinant of raise:[a]								
Contract negotiations with a union only	14	5	11	35	9	28	16	50
Cost of living adjustment only	4	10	6	11	23	15	9	0
Merit increase only	37	53	42	23	6	18	34	0
Merit increase over and above cost of living adjustment	37	28	34	26	50	32	34	31
Other (e.g., union contract negotiations and merit increase)	8	4	7	5	12	7	7	19

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages are column percentages and may not sum to 100% due to rounding. Information on salary raises pertain to those increases that were effective in 1987-88.

[a] Departments were to report only one reason for determining raises.

some departments, salary increases were restricted to certain subgroups of faculty such as faculty holding a particular rank, faculty who had just been promoted, or faculty whose salaries needed to be brought into line with state/regional averages or with other faculty at the institution.

Canadian graduate departments of psychology. Similar to U.S. departments, the overwhelming majority of Canadian departments awarded salary increases to their faculty. (See Table 15.) However, in contrast to the way raises were determined in the United States, collective bargaining was the primary factor driving salary increases in half of the Canadian departments. Merit increases in addition to cost-of-living adjustments governed faculty raises in almost one third of the departments.

Starting Salaries of New Faculty

U.S. graduate departments of psychology. Table 16 contains information on starting salaries offered to new faculty in 1987-88. As can be seen, average starting salaries in 1987-88 for individuals who had just earmed their doctorates were higher than those offered in 1986-87--5.7% higher in doctoral departments and 4.6% higher in master's departments. When adjusted for inflation, however, these gains dropped to 1.7% and 0.6%, respectively. Starting salaries offered by departments in private institutions were somewhat higher, with the average salary rising in real terms by 2.2% in doctoral departments and by 3.7% in master's departments.

Chairs predicted that starting salaries in 1988-89 would increase by about $1,000 for new faculty who had recently received their doctorates and by $2,000 - $3,000 for faculty hired with two years of postdoctoral experience. (See Table 17.)

Canadian graduate departments of psychology. Starting salaries in 1987-88 for new doctorate recipients hired by Canadian departments rose 4.5% from those reported in 1986-77. Expected 1988-89 starting salaries in Canadian departments were almost identical to those offered in 1987-88 for faculty with new PhDs and about $3,000 higher for new faculty with some postdoctoral experience.

Salaries for Department Chairs and Other Administrative Positions

Salaries for department chairs and faculty working in other types of administrative positions within the department are summarized in Tables 18 and 19. Also included in these tables is information on additional "benefits" associated with such positions (e.g., reduced teaching loads or graduate assistants).

At the time of the survey, almost half of the chairs (46%) had served in this capacity for three years or less; in fact, 15% had been chair for less than one year. For chairs of doctoral departments in both public and private institutions, the median tenure for the current department chair was 30 months. The median length of time served by current chairs of master's departments was 28 months for respondents in private universities and 36 months for those working in public institutions.

Table 16

Typical 1987-88 Starting Salaries for New Faculty
in U.S. and Canadian Graduate Departments of Psychology

Typical starting salary	U.S. Departments						Canadian Doctoral Departments
	Doctoral			Master's			
	Public	Private	All	Public	Private	All	
Number of departments reporting:	145	65	210	83	27	110	10
Typical starting salary for faculty member who was a new PhD recipient:							
Median:	$26,000	$25,000	$26,000	$24,000	$23,000	$24,000	$32,878
Mean:	$26,550	$25,206	$26,134	$24,598	$23,340	$24,289	$33,199
SD:	2,538	3,292	2,854	2,904	2,747	2,905	4,429
Q1:	$25,000	$23,000	$24,540	$22,500	$21,595	$22,323	$29,250
Q3:	$28,000	$27,250	$27,932	$26,400	$25,000	$26,000	$35,750
Comparison with 1986-87 starting salaries:							
Mean in 1986-87:	$25,154	$23,739	$24,730	$23,560	$21,673	$23,210	$31,767
Mean in 1987-88::	$26,550	$25,206	$26,134	$24,598	$23,340	$24,289	$33,199
Percentage change in monetary salary:	+5.5%	+6.2%	+5.7%	+4.4%	+7.7%	+4.6%	+4.5%
Percentage change in real terms:	+1.5%	+2.2%	+1.7%	+0.4%	+3.7%	+0.6%	+0.0%

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

__Note__. Salaries for faculty in U.S. departments are reported on a 9-10-month basis. Salaries for faculty in Canadian departments are reported in Canadian dollars and are on a 11-12-month basis. Percentage changes in monetary salary are measured in current dollars. Percentage changes in real terms reflect the percentage increase in monetary terms adjusted for the percentage change in the Consumer Price Index reported in the American Association of University Professors' (1988) study of faculty salaries.

Table 17

Expected 1988-89 Starting Salaries for
New Faculty in U.S. and Canadian Graduate Departments of Psychology

Expected starting salary	U.S. Departments						Canadian Doctoral Departments
	Doctoral			Master's			
	Public	Private	All	Public	Private	All	
Expected starting salary offered to a new PhD recipient in 1988-89:							
Median:	$27,000	$26,176	$27,000	$25,000	$24,000	$25,000	$33,000
Mean:	$27,376	$26,317	$27,059	$25,307	$24,389	$25,076	$34,944
SD:	2,853	3,265	3,015	2,767	3,097	2,867	4,321
Q1:	$25,000	$24,540	$25,000	$23,500	$22,000	$23,000	$32,500
Q3:	$28,817	$27,000	$28,500	$27,000	$26,000	$27,000	$37,000
N:	166	71	237	95	32	127	11
Expected starting salary offered in 1988-89 to a new PhD with two years of postdoctoral experience:							
Median:	$29,000	$28,400	$29,000	$26,287	$26,000	$26,000	$36,000
Mean:	$29,158	$28,192	$28,866	$26,884	$25,959	$26,654	$36,886
SD:	3,000	3,570	3,206	2,621	3,332	2,829	4,140
Q1:	$27,000	$26,000	$27,000	$25,000	$24,000	$25,000	$34,000
Q3:	$30,000	$30,000	$30,000	$29,000	$27,500	$28,000	$39,000
N:	164	71	235	94	31	125	11

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. The Ns reported refer to the number of departments that provided information. Salaries for faculty in U.S. departments are reported on a 9-10-month basis. Salaries for faculty in Canadian departments are reported in Canadian dollars and are on a 11-12-month basis.

Table 18

1987-88 Salaries for Department Chairs in U.S. and Canadian Graduate Departments of Psychology

Salary or benefit	U.S. Departments						Canadian Doctoral Departments
	Doctoral			Master's			
	Public	Private	All	Public	Private	All	
Salary of the department chair:							
Median:	$52,692	$48,600	$51,908	$40,523	$35,400	$39,264	$65,985
Mean:	$54,029	$51,509	$53,250	$40,667	$36,831	$39,670	$65,739
SD:	13,000	12,891	12,993	6,651	10,076	7,828	7,494
Q1:	$43,471	$42,250	$42,813	$36,160	$29,724	$34,130	$58,303
Q3:	$61,950	$58,349	$61,552	$44,596	$39,138	$44,172	$69,250
_N_:	172	77	249	94	33	127	10
Comparison with 1986-87 chair salaries:							
Mean in 1986-87:	$50,296	$47,313	$49,421	$39,479	$33,886	$38,140	$60,705
Mean in 1987-88:	$54,029	$51,509	$53,250	$40,667	$36,831	$39,670	$65,739
Percentage change in monetary salary:	+7.4%	+8.9%	+7.7%	+3.0%	+8.7%	+4.0%	+8.3%
Percentage change in real terms:	+3.4%	+4.9%	+3.7%	-1.0%	+4.7%	+0.0%	+3.8%
Benefits received by department chair:[a]							
Extra secretarial support (%):	65	63	64	47	44	47	50
Extra graduate assistants (%):	24	20	23	16	22	17	20
Summer salary (%):	54	27	45	49	25	42	0
Reduced teaching load (%):	90	78	86	90	83	88	100
Other (e.g., administrative support staff) (%):	14	12	13	3	8	5	30

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. The _N_s noted refer to the number of departments who provided information. Salaries for faculty in U.S. departments are reported on a 9-10-month basis. Salaries for faculty in Canadian departments are reported in Canadian dollars and are on a 11-12-month basis. Percentage changes in monetary salary are measured in current dollars. Percentage changes in real terms reflect the percentage increase in monetary terms adjusted for the percentage change in the Consumer Price Index reported in the American Association of University Professors' (1988) study of faculty salaries.

[a] Percentages do not sum to 100%, given that individuals may receive one or more of these benefits.

Table 19

1987-88 Salaries for Faculty in Administrative Positions in U.S. and Canadian Graduate Departments of Psychology

Salary or benefit	U.S. Departments						Canadian Doctoral Departments
	Doctoral			Master's			
	Public	Private	All	Public	Private	All	
Average salary of faculty in administrative position (e.g., Clinical Training Director):							
Median:	$41,287	$39,132	$40,900	$35,500	$28,275	$34,371	b
Mean:	$42,542	$40,160	$41,752	$36,965	$29,346	$35,733	b
SD:	8,286	9,333	8,692	7,411	5,447	7,637	b
Q1:	$36,000	$34,356	$36,000	$32,058	$26,000	$30,475	b
Q3:	$48,915	$44,998	$48,000	$40,000	$37,100	$39,943	b
N:	113	56	169	57	11	68	4
Benefits received by individual in position:[a]							
Extra secretarial support (%):	35	40	37	24	17	22	b
Extra graduate assistants (%):	15	19	16	16	6	13	b
Summer salary (%):	24	12	20	7	3	6	b
Reduced teaching load (%):	51	44	49	52	33	47	b
Other (e.g., administrative support staff) (%):	3	0	2	0	0	0	b

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. The *N*s noted refer to the number of departments who provided information. Salaries for faculty in U.S. departments are reported on a 9-10-month basis. Salaries for faculty in Canadian departments are reported in Canadian dollars and are on a 11-12-month basis. Percentage changes in monetary salary are measured in current dollars. Percentage changes in real terms reflect the percentage increase in monetary terms adjusted for the percentage change in the Consumer Price Index reported in the American Association of University Professors' (1988) study of faculty salaries.

[a] Percentages do not sum to 100%, given that individuals may receive one or more of these benefits.

[b] No statistics are reported due to the small number of respondents.

U.S. graduate departments of psychology. Department chairs in public and private doctoral departments had median 9-10-month salaries of $52,692 and $48,600, respectively. These medians were considerably higher than those for chairs in master's-level departments. (See Table 18.) Overall, salaries of doctoral department chairs also were much higher in real terms as compared to those earned in 1986-87 whereas the salaries of chairs of master's departments merely managed to keep pace with inflation.

Salary, however, is not the only form of compensation that may be provided by the institution. Often, the position of chair carries with it other benefits. As Table 18 illustrates, department chairs typically had lighter teaching loads. Summer salary was another benefit for 42% of the individuals chairing master's departments and 45% of doctoral department chairs, although it was twice as common for chairs in public institutions. For almost two thirds of doctoral department chairs and nearly one half of master's department chairs, this role carried with it extra secretarial support.

Another "benefit" is the existence of an assistant/associate chair position within the department to assist the chair in his/her administrative and other tasks. In 1987-88, approximately one quarter of all U.S. departments had such a position. Master's departments, however, were much less likely than doctoral departments to have assistant chairs (14% vs. 30%, respectively). Such positions also were slightly more typical of psychology departments in public institutions (26%) than those in private colleges and universities (21%), possibly because of the larger size of these departments. The majority (two thirds) were held by tenured faculty members.

As can be seen in Table 19, the median salaries for faculty in administrative positions were higher for those in doctoral departments than for those in master's departments ($40,900 vs. $34,371). Median salaries paid by both doctoral and master's-level departments to individuals in administrative positions were higher in public institutions.

A reduction in teaching load was mentioned most often by departments as an additional benefit, particularly in public institutions. Summer salary and extra secretarial support were more typically available in doctoral as compared to master's departments.

Canadian graduate departments of psychology. The average salary level for Canadian chairs rose by 8.3% during the period from 1986-87 to 1987-88. (See Table 18.) All chairs of Canadian departments received reduced teaching loads as partial compensation for their administrative responsibilities. Extra secretarial support was reported by half of the chairs, with extra graduate students being cited by 20%.

FACULTY SIZE AND TENURE AND APPOINTMENT POLICIES IN DEPARTMENTS

Faculty Size

Table 20 presents data on the size of graduate psychology departments as reflected by the number of faculty. Information is presented both on the number of tenured and tenure-track faculty and on the total number of faculty, including contract appointments, short-term appointments, and other types of temporary appointments.

U.S. graduate departments of psychology. In 1987-88, the median faculty size of graduate departments of psychology was 14.9 FTEs for tenured/tenure-track faculty and 16.6 FTEs for total faculty. Faculties in doctoral departments were almost twice as large as those of master's departments. In fact, total faculty FTEs totaled less than 15 in almost two thirds of all master's departments as compared to only one fourth of all doctoral departments. Graduate departments in public colleges and universities also tended to have slightly larger faculties than those in private institutions.

The number of faculty within a department depended, however, on the type of department. Psychology departments had, on average, the largest faculties; the median number of total FTEs was 23.0 for doctoral psychology departments and 11.4 for master's psychology departments. These academic units typically offer degrees in a variety of subfields in psychology and thus require core faculty in many different areas. Corresponding FTE figures (i.e., median number of FTEs) were 15 for educational psychology departments, 11 for counseling psychology and counselor education departments, 15 for professional schools of psychology, and 17 for other types of departments.

Canadian graduate departments of psychology. In general, Canadian departments far outstripped U.S. departments in terms of faculty size. The median number of faculty FTEs in tenured/tenure-track positions for an individual department was 31.4 FTEs. For faculty in all types of positions, the median was 32.8 FTEs.

Percentage of Tenured Faculty

For many institutions, tenure rates have been an issue of concern, given the wave of faculty hiring in the 1960s that was followed by significantly less hiring during the next two decades. Table 21 reports information on the percentage of tenured faculty in U.S. and Canadian graduate departments of psychology.

U.S. graduate departments of psychology. In the typical graduate department of psychology, 72% of all full-time faculty were tenured. In fact, almost half (48%) of all U.S. departments indicated that more than 75% of their faculty were tenured, and one of every ten departments was entirely populated by tenured faculty.

Table 20

Faculty Size in U.S. and Canadian Graduate Departments of Psychology: 1987-88

Type of faculty and number of FTEs	U.S. Departments						All U.S. Departments	All Canadian Departments
	Doctoral			Master's				
	Public	Private	All	Public	Private	All		
	%	%	%	%	%	%	%	%
ALL DEPARTMENTS:								
Number of tenured/tenure track faculty (in FTEs):	(N=168)	(N=80)	(N=248)	(N=69)	(N=26)	(N=95)	(N=343)	(N=18)
0 - 4.9	3	14	6	13	19	15	9	0
5 - 9.9	11	11	11	32	35	33	17	0
10 - 14.9	17	18	17	26	27	26	20	17
15 - 19.9	18	24	20	13	0	10	17	6
20 - 29.9	25	15	22	10	0	7	18	11
30 - 39.9	13	2	10	0	0	0	7	28
40 - 49.9	2	2	2	0	0	0	2	17
50 and above	3	0	2	0	0	0	1	11
Not specified	8	14	10	6	19	10	10	11
Median	19.0	15.0	17.5	10.0	8.0	9.0	14.9	31.4
Q1	12.0	7.5	11.0	7.0	4.5	7.0	8.4	17.3
Q3	27.2	19.4	24.0	15.0	10.9	13.1	22.0	42.4
Mean	20.7	14.6	18.8	11.4	8.0	10.6	16.5	31.8
SD	11.4	10.1	11.4	6.4	3.8	6.0	10.8	15.0
Total number of faculty (in FTEs)[a]:								
0 - 4.9	2	0	2	3	12	5	3	0
5 - 9.9	8	9	8	29	31	30	14	0
10 - 14.9	14	16	15	32	19	28	19	17
15 - 19.9	17	15	16	10	19	13	15	6
20 - 29.9	27	26	27	7	0	5	21	6
30 - 39.9	14	2	10	7	0	5	9	33

(continued on next page)

Table 20 (Continued)

Faculty Size in U.S. and Canadian Graduate Departments of Psychology: 1987-88

Type of faculty and number of FTEs	U.S. Departments						All U.S. Departments	All Canadian Departments
	Doctoral			Master's				
	Public	Private	All	Public	Private	All		
	%	%	%	%	%	%	%	%
40 - 49.9	2	1	2	0	0	0	1	11
50 and above	4	1	3	0	0	0	2	17
Not specified	11	29	17	12	19	14	16	11
Median	20.8	18.5	[illegible]	11.0	9.5	10.5	16.6	32.8
Q1	14.0	12.4	[illegible]2.6	8.0	6.9	7.7	10.7	20.3
Q3	29.0	23.8	27.4	16.9	14.0	15.0	24.0	44.0
Mean	22.3	18.7	21.3	13.4	9.9	12.5	18.8	34.0
SD	11.5	8.9	11.0	7.7	4.0	7.0	10.8	16.0
PSYCHOLOGY DEPARTMENTS ONLY:								
Number of tenured/tenure track faculty (in FTEs):	(N=99)	(N=46)	(N=145)	(N=54)	(N=20)	(N=74)	(N=219)	(N=16)
0 - 4.9	<1	4	2	11	18	13	5	0
5 - 9.9	3	6	4	27	41	31	13	0
10 - 14.9	10	17	12	31	32	31	18	17
15 - 19.9	20	31	24	16	0	12	20	6
20 - 29.9	30	23	28	13	0	9	22	11
30 - 39.9	18	4	14	0	0	0	9	28
40 - 49.9	4	4	4	0	0	0	2	17
50 and above	4	0	3	0	0	0	2	11
Not specified	10	12	10	2	9	4	8	11
Median	22.7	17.8	20.3	10.9	8.0	10.0	17.0	31.4
Q1	17.0	12.2	15.5	8.0	5.2	7.0	11.0	17.3
Q3	33.0	21.2	29.0	17.1	11.1	14.0	24.3	42.4
Mean	24.8	18.5	22.5	12.3	8.2	11.2	18.9	31.8
SD	11.1	9.2	10.9	6.5	3.7	6.1	11.0	15.0

(continued on next page)

Table 20 (Continued)

Faculty Size in U.S. and Canadian Graduate Departments of Psychology: 1987-88

Type of faculty and number of FTEs	U.S. Departments						All U.S. Departments	All Canadian Departments
	Doctoral			Master's				
	Public	Private	All	Public	Private	All		
	%	%	%	%	%	%	%	%
Total number of faculty (in FTEs)[a]:								
0 - 4.9	<1	0	<1	2	9	4	2	0
5 - 9.9	2	4	2	20	36	25	10	0
10 - 14.9	6	15	9	40	23	35	17	17
15 - 19.9	20	15	18	11	23	14	17	6
20 - 29.9	31	33	32	9	0	6	23	6
30 - 39.9	21	4	15	9	0	6	13	33
40 - 49.9	3	2	2	0	0	0	2	11
50 and above	6	2	4	0	0	0	3	16
Not specified	12	25	16	9	9	9	14	11
Median	24.3	20.3	23.0	12.2	9.8	11.4	19.0	32.8
Q1	18.8	14.9	17.0	9.8	7.3	8.0	12.5	20.3
Q3	33.2	24.0	30.1	18.0	14.5	15.6	28.0	44.0
Mean	26.4	20.8	24.8	14.6	10.2	13.3	20.9	34.0
SD	11.1	9.3	10.9	7.8	3.9	7.1	11.2	16.0

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. FTEs refer to full-time equivalents. Excluded are faculty positions which are paid for by external monies (e.g., research grants). Percentages may not total to 100% due to rounding.

[a] Total includes faculty who are tenured, who are on the tenure track, or who do [illegible] have tenured/tenure track positions.

Table 21

Percentage of Tenured Faculty in U.S. and Canadian Graduate Departments of Psychology: 1987-88

Percentage of tenured faculty in a department	U.S. Departments							All Canadian Departments %
	Doctoral			Master's			All U.S. Departments %	
	Public %	Private %	All %	Public %	Private %	All %		
Percentage of departments with:	(N=168)	(N=80)	(N=248)	(N=69)	(N=26)	(N=95)	(N=343)	(N=18)
No full-time faculty who are tenured	1	14	5	1	4	2	4	0
1-25% of full-time faculty who are tenured	1	5	2	1	4	2	2	0
26-50% of full-time faculty who are tenured	4	9	6	10	15	12	7	0
51-75% of full-time faculty who are tenured	38	32	36	32	27	30	34	11
76-99% of full-time faculty who are tenured	46	29	41	36	15	30	38	72
All full-time faculty who are tenured	7	6	7	16	27	19	10	6
Not specified	4	5	4	3	8	4	4	11
Average percentage of tenured faculty in:								
Psychology departments	78	69	75	78	71	76	75	85
Educational psychology departments	79	a	88	a	a	a	80	a
Counseling psychology/counselor education departments	74	73	74	67	a	71	73	a
Professional schools of psychology	a	20	20	a	a	a	24	a
All other types of departments	73	a	71	73	a	67	69	a
All departments	77	59	71	76	70	75	72	85

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages are based on the total number (i.e., headcount) of full-time, regular faculty reported by a department. Numbers in parentheses refer to the number of departments that provided data.

[a] There were either no departments or an insufficient number of departments in this category to analyze.

Based on data collected by the American Council on Education in 1988, the average percentage of tenured faculty in U.S. doctoral-level and comprehensive institutions was 64% (El-Khawas, 1988). Results of the 1987-88 Department Survey indicate that for graduate departments of psychology, the figures were somewhat higher--71% for doctoral departments and 75% for master's departments.

The percentage of tenured faculty did vary, however, by type of department. In doctoral *psychology* departments, the average percentage of tenured faculty was 75%. Educational psychology departments with doctoral programs were most likely to be heavily tenured; nine of every ten faculty were tenured in the average department. For counseling psychology and counselor education departments, the corresponding figure was 74%, and for other types of departments 71%. For professional schools of psychology, the typical situation was to have no or very few tenured faculty; this was primarily a function of free-standing professional schools -- a group that does not operate on the tenure system.

Canadian graduate departments of psychology. Compared to U.S. departments, Canadian departments tended to be even more heavily populated with tenured faculty. On average, the percentage of tenured faculty within a department was 85%. In fact, all of the responding departments reported that more than half of their faculty were tenured.

Institutional Policies Affecting Faculty Tenure

Given concern over the problems of decreased flexibility and lack of revitalization that may occur in departments with heavily tenured faculties, colleges and universities have recently considered taking steps to keep the proportion of faculty with tenure from significantly rising. To see whether graduate departments of psychology have experienced these types of constraints, the survey asked department chairs about the existence of certain institution-wide tenure and appointment policies at their colleges or universities. Policies of interest included those that might potentially influence the number of tenured faculty in the department: (a) the placement of quotas on the percentage of tenured faculty, (b) a lengthening of the probationary period before tenure decisions could be made, (c) the replacement of tenure with fixed-term contracts for some positions, (d) and other actions designed to change the numbers of faculty by rank.

U.S. graduate departments of psychology. As Table 22 indicates, over three fourths of all U.S. doctoral and master's departments stated that none of the selected policies had as yet been implemented. When such policies existed, the one most frequently mentioned by doctoral departments was the lengthening of the probationary period prior to granting tenure. Master's departments were more likely to mention both the lengthening of the probation period and the placement of quotas on the number and percentage of tenured faculty.

Four percent of U.S. doctoral and master's departments also mentioned the establishment of policies other than those listed in the survey. These included: returning vacated positions to a central pool rather than leaving them in the department; lengthening the time between tenure and appointment

Table 22

Institution-wide Policies Affecting Faculty Tenure in U.S. and
Canadian Graduate Departments of Psychology: 1987-88

Type of policy	U.S. Departments						All U.S. Departments	All Canadian Departments
	Doctoral			Master's				
	Public (*N*=168) %	Private (*N*=80) %	All (*N*=248) %	Public (*N*=69) %	Private (*N*=26) %	All (*N*=95) %	(*N*=343) %	(*N*=18) %
Institution had implemented no policy	80	71	77	74	77	75	76	61
Quotas were announced on the number or percentage of tenured faculty	2	1	2	7	8	7	3	0
Probationary period before tenure decisions had been lengthened	5	8	6	7	4	6	6	11
Tenure was replaced with fixed-term contracts for some positions	2	5	3	1	4	2	3	0
Other actions designed to change the numbers of faculty by rank or which had that effect were implemented	5	4	4	6	0	4	4	11
No answer	9	11	10	7	8	7	9	17

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages are column percentages and may not sum to 100%, given that the departments were to report all policies that were implemented.

to full professor; and restricting hiring for faculty vacancies to appointments at the assistant professor rank.

Canadian departments of psychology. Three fifths of the Canadian respondents indicated that no policies affecting faculty tenure and appointment had been implemented by their institution. For those departments at institutions where such types of policies had been established, the most common practice was to increase the length of the pre-tenure probationary period. Department neither had quotas placed on the size of the tenured faculty nor had tenure-track positions replaced with fixed contracts.

FACULTY POSITION OPENINGS, HIRINGS, AND DEPARTURES

Faculty Position Openings

In 1986-87, the majority of graduate psychology departments were involved in recruiting for new faculty. As shown in Table 23, 71% of all U.S. graduate departments and 83% of Canadian graduate departments of psychology reported that they had position openings for full-time, regular faculty. The median number of position openings in a department was 2.

U.S. graduate departments of psychology. Among U.S. departments, doctoral departments were more likely to be recruiting for new faculty than were master's departments (73% vs 64%). Although there was little difference in recruiting activity between public and private doctoral departments, a higher percentage of master's departments in public institutions reported position openings as compared to their counterparts in private colleges and universities (68% vs 54%).

Of the faculty openings advertised, the majority (79%) were in doctoral departments, particularly those in public institutions (57%). Most of the positions in graduate departments resulted from the need to replace faculty who had left rather than from the need to hire faculty for new or additional "slots" that had been awarded to a department. Eighty percent of the faculty openings were replacement positions--up from 71% in 1986-87. Those departments that were given new "slots" were most likely to be doctoral departments in private colleges and universities.

Half of all positions in doctoral departments, along with 79% of those in master's departments, were advertised at the junior level (assistant professor, lecturer, or instructor). However, doctoral departments were much more likely than master's departments to be recruiting specifically for senior faculty (26% vs. 7%).

This year's survey results suggest a major shift from the 1986-87 findings in terms of doctoral departments having more flexibility in hiring. The percentage of positions that could be filled by faculty in any rank has increased, while the percentage of openings restricted to hiring a assistant professor declined. One implication of this change may be slightly greater faculty mobility across institutions for senior faculty with demonstrated expertise. Coupled with this may be the need for departments to ensure that they retain those faculty whom they wish to keep but who also may be vigorously sought after by other institutions.

Canadian graduate departments of psychology. In 1986-87, most Canadian departments were searching for one or more new faculty. Almost three quarters of these faculty openings had been created by the need to replace faculty who had left the department--a seemingly substantial shift from 1986-87 when faculty openings were almost evenly split between new and replacement positions (55% vs. 45%). However, this change is difficult to interpret, given the small number of responding departments and the greater tendency of responding departments to have not provided this information in the previous year's survey.

Table 23

Position Openings for Full-Time Faculty in U.S. and Canadian Graduate Departments: 1986-87

Characteristic	U.S. Departments							
	Doctoral			Master's			All U.S. Departments (N=343) %	All Canadian Departments (N=18) %
	Public (N=168) %	Private (N=80) %	All (N=248) %	Public (N=69) %	Private (N=26) %	All (N=95) %		
Departments with position openings in 1986-87:								
Yes	74	71	73	68	54	64	71	83
No	21	19	21	28	42	32	24	6
Not specified	5	10	7	4	4	4	6	11
FOR THOSE DEPARTMENTS WITH OPENINGS:								
Number of position openings in a department:								
1 opening	32	35	33	43	57	46	36	40
2 openings	26	30	27	36	21	33	29	20
3-4 openings	33	32	33	17	21	18	29	33
5 or more openings	10	4	8	4	0	3	7	7
Total number of position openings reported by all departments:	322	124	446	69	21	117	563	34
Type of position openings:								
New position	16	28	20	21	21	22	20	27
Replacement position	84	72	80	79	79	79	80	73
Rank of position openings:								
Junior ranks only	49	53	50	77	79	77	57	40
Senior ranks only	28	21	26	9	0	7	21	20
Rank of position open	18	23	19	11	21	13	18	40
Other	6	4	5	4	0	3	5	0

(continued on next page)

Table 23 (Continued)

Position Openings for Full-Time Faculty in U.S. and Canadian Graduate Departments: 1986-87

Characteristic	U.S. Departments							All Canadian Departments
	Doctoral			Master's			All U.S. Departments	
	Public (N-168) %	Private (N-80) %	All (N-248) %	Public (N-69) %	Private (N-26) %	All (N-95) %	(N-343) %	(N-18) %
Percentage of all open positions that were filled:								
For those at junior rank only	76	78	76	73	89	76	76	68
For those at senior rank only	65	76	68	100	-	100	69	60
For those open at any rank	30	35	32	67	80	71	39	86
For other types of positions	67	40	59	83	-	83	65	na
For all positions	68	69	68	74	88	77	70	71

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Position openings were those advertised in academic year 1986-87 where individuals hired would have joined the faculty in Fall 1987. Percentages are column percentages and may not sum to 100% due to rounding. "Junior ranks" include those position openings advertised at the rank of assistant professor, lecturer, or instructor, "Senior ranks" include position openings advertised at the rank of associate or full professor. "Rank of position open" refers to those positions where an individual can be hired at any rank.

Equal percentages of faculty openings in Canadian departments (40%) were targeted either at hiring junior faculty or at recruiting faculty in any rank.

Success in Filling Faculty Position Openings

As Table 23 shows, graduate departments of psychology were reasonably successful in their 1986-87 faculty hiring efforts. Overall, seven of every 10 vacancies in U.S. and Canadian departments were filled. However, U.S. departments experienced more success in finding individuals for junior faculty positions, which comprised over half of all position openings. In contrast, Canadian departments were most successful in hiring faculty to fill "open" positions.

U.S. doctoral departments encountered the greatest degree of difficulty in hiring faculties for vacancies that were not restricted to a particular rank; less than one third of these positions were filled, and this percentage is lower than the 41% reported in last year's survey (Pion, Bramblett, & Wicherski, 1987). Master's departments had much more success in filling those positions open at any rank and those targeted at recruiting senior faculty, and these percentages also were higher than those indicated last year.

Sources of New Faculty

In 1987-88, almost three fifths of U.S. graduate departments of psychology and nearly three quarters of Canadian departments had individuals join their full-time, regular faculty. Where did these individuals come from? As Table 24 shows, the largest percentage of new faculty in U.S. departments (42%) came from previous faculty positions at other institutions. Another 29% were individuals who had just earned their doctorates. New faculty in Canadian departments, on the other hand, were more likely to have come directly from postdoctoral appointments (34%) and from faculty positions at other universities (28%).

Compared to master's departments, U.S. doctoral departments were more apt to hire individuals from previous faculty positions as compared to master's departments (44% vs. 34%). In addition, consonant with the research mission of many doctoral programs, there was a slight tendency for doctoral departments to hire new faculty who had just completed postdoctoral study. Master's departments, perhaps because of their applied focus, were somewhat more likely to hire new faculty who had previously been working in nonacademic settings.

Faculty Departures

When departments lose faculty, the most common reason is retirement. As illustrated in Table 25, one of every two full-time tenured faculty who left their department in 1986-87 did so because they retired. This situation is true for faculty in both U.S. and Canadian departments.

For U.S. departments, there appears to be somewhat greater faculty mobility across doctoral departments. One third of the tenured faculty who left a doctoral department did so to join a department in another institution; this was true for only 17% of faculty in master's departments who resigned.

Table 24

Sources of New Faculty Hired in 1986-87 by U.S. and Canadian Graduate Departments of Psychology

Source	U.S. Departments							
	Doctoral			Master's			All U.S. Departments	All Canadian Departments
	Public (N=168) %	Private (N=80) %	All (N=248) %	Public (N=69) %	Private (N=26) %	All (N=95) %	(N=343) %	(N=18) %
Departments with new faculty in 1986-87:								
Yes	60	58	59	59	50	57	59	72
No	39	40	39	39	46	41	40	22
Not specified	1	3	2	1	4	2	2	6
Total number of new faculty reported by departments	213	88	301	71	18	89	390	29
Percentage of new faculty who:								
Were new doctorate recipients	29	27	28	34	28	33	29	21
Came from a postdoctoral appointment	17	16	17	15	0	12	16	34
Came from a previous faculty position	46	41	44	31	47	34	42	28
Came from a previous nonacademic position	8	16	10	13	22	15	11	14
Other	1	0	1	7	6	7	2	3

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Figures pertain to new faculty who joined a department in Fall 1987 or January 1988. Percentages are column percentages and may not sum to 100% due to rounding.

Table 25

Reasons for Faculty Departures in U.S. and Canadian Graduate Departments of Psychology: 1986-87

Reason for departure	U.S. Departments						All U.S. Departments	All Canadian Departments
	Doctoral			Master's				
	Public (N=168) %	Private (N=80) %	All (N=248) %	Public (N=69) %	Private (N=26) %	All (N=95) %	(N=43) %	(N=18) %
Departments reporting faculty who left in 1986-87:								
Yes	58	50	56	42	35	40	51	56
No	40	48	42	55	62	57	46	39
Not specified	2	3	2	3	4	3	2	6
Total number of tenured faculty leaving departments in 1986-87:	129	37	166	297	36	202	368	15
Percentage of tenured faculty who:								
Retired	51	43	49	55	57	56	50	47
Left for another faculty position	33	32	33	21	0	17	30	13
Left for a nonacademic position	11	3	9	10	14	11	9	13
Left for other reason (e.g., death or personal reasons)	5	22	9	14	29	17	10	27
Total number of non-tenured faculty who left departments in 1986-87:	46	29	75	17	6	23	98	3
Percentage of nontenured faculty who:								
Failed to get tenure/or have contract renewed	39	21	32	35	33	35	33	a
Left for other reason (e.g., left before tenure decision was made)	61	79	68	65	67	65	67	a

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages may not sum to 100% due to rounding. Non-tenured faculty include those in tenure track appointments and those who do not have tenure track appointments in the department (e.g., on contracts).

[a] Insufficient number for analysis.

In terms of non-tenured faculty, approximately one third left the department because of an unfavorable tenure or contract renewal decision. The bulk of faculty departed prior to the actual decision, typically for such reasons as spouse's employment.

FACULTY RETIREMENTS AND EARLY RETIREMENT OPTIONS

Due to the upsurge in faculty hiring in the 1960s and early 1970s, most colleges and universities now have faculties that are highly tenured. One consequence of this has been reduced flexibility in faculty staffing for many institutions. With what Chronister (1984) has termed "the graying of the professoriate" and the elimination of the mandatory retirement age on January 1, 1994, much concern has been expressed over whether departments will have additional constraints placed on their ability to hire new faculty. One way colleges and universities have attempted to address this potential problem is to establish early retirement programs that are based on incentives to promote faculty turnover.

In order to obtain an initial sense of the "graying" of the psychology professoriate in graduate programs and the availability of early retirement plans to these departments, these two areas were examined in the 1987-88 Survey of Graduate Departments of Psychology. Questions were included on the chair's estimate of the number of faculty planning to retire in 1987-88, the number of faculty aged 55-65 years and over 65 years[d], and the types of early retirement plans available at their university. Of course, such information only addresses one aspect of the problem facing departments. Concern over whether there will be a sufficient number of qualified individuals to replace retiring faculty remains an issue, particularly given declines in the number of doctorates produced in the research subfields of psychology (Howard, Pion, Gottfredson, Flattau, Oskamp, Pfafflin, Bray, & Burstein, 1986).

Faculty Retirements

As Table 26 indicates, the percentages of full-time regular faculty who actually retired in 1986-87 or who planned to retire in 1987-88 were quite small--about 1-2%. It is evident, however, that the "graying process" is occurring among faculty in graduate departments of psychology. About one of every 5 faculty are aged 55 or older. This figure is quite similar to the percentage of social sciences faculty in this age group reported in other studies that have looked at the age distributions of faculty across many disciplines (e.g., Lozier & Dooris, 1987).

Retirement Policies and Options

One concern expressed over the "graying professoriate" has been the impending elimination of the mandatory retirement age in colleges and universities in January 1994. The issue is whether there actually will be

---

[d] We recognize that data on the ages of all faculty members are necessary in order to examine fully the issue of the "aging professoriate." However, in designing the questionnaire, the results of the pilot test indicated that precise information on the ages of individual faculty was not available to department chairs; however, they could indicate the number of faculty who were 55-65 years of age and over 65 years of age with a reasonable degree of accuracy.

Table 26

Planned Retirements and Faculty Aged 55 or Older in U.S. and Canadian Graduate Departments of Psychology: 1987-1988

	U.S. Departments						All U.S. Departments	All Canadian Departments
	Doctoral			Masters				
	Public (N=168)	Private (N=80)	All (N=248)	Public (N=69)	Private (N=26)	All (N=95)	(N=343)	(N=18)
Faculty retirements in 1986-87:								
Total number of retirements reported	67	16	83	16	4	20	103	7
Retirements as percentage of all full-time regular faculty	2%	1%	2%	1%	2%	1%	2%	1%
Anticipated number of faculty retirements in 1987-88:								
Total reported number of anticipated retirements:	51	11	62	16	3	19	88	5
Anticipated retirements as percentage of all full-time, regular faculty	1%	1%	1%	2%	2%	2%	1%	1%
Percentage of departments reporting faculty who plan to retire in 1987-88:	24%	10%	20%	19%	12%	14%	19%	28%
Faculty aged 55-65 years:								
Total reported number of faculty aged 55-65 years:	697	225	922	168	33	201	1,123	80
Faculty aged 55-65 years as percentage of all full-time, regular faculty:	18%	18%	18%	20%	17%	19%	18%	15%
Percentage departments reporting faculty aged 55-65 years	91%	85%	89%	81%	65%	79%	86%	83%
Faculty over 65 years of age:								
Total reported number of faculty over 65 years of age:	75	53	128	12	4	16	144	5
Faculty over 65 years of age as percentage of all full-time regular faculty:	2%	4%	3%	1%	2%	2%	2%	1%
Percentage of departments reporting faculty over 65 years of age:	28%	38%	31%	15%	15%	15%	27%	17%

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. The percentages of full-time regular faculty who retired in 1986-87 were calculated, using the total number of full-time regular faculty reported in the 1986-87 Survey of Graduate Departments of Psychology.

openings available to hire young faculty and replace older faculty who may have become less active in research and the training of students. One way to deal with this problem has been for academic institutions to offer early retirement packages that serve both to encourage those individuals who are due to retire and yet to retain the services of those faculty whom departments wish to remain active in the university.

As can be seen in Table 27, over one third of U.S. doctoral departments and one half of master's departments are located in institutions where there is no mandatory retirement age. For the remaining departments, the typical mandatory retirement age is over 65 years.

Three of every five U.S. departments and almost all Canadian departments are in institutions that have early retirement plans. As shown in Table 27, the types of options available include:

(1) Full early retirement. This is the most common early retirement option, particularly for departments in private institutions. Individuals are allowed to choose whether they wish to retire before either the normal or mandatory retirement age. Frequently included in the plan is an incentive of extra income based on a percentage of the faculty member's final year salary, along with the continuation of some or all of the institution's contributions to the individual's benefit plans until he or she has reached the normal or mandatory retirement age.

(2) Early commitment plans. This type of early retirement package is used relatively infrequently (10% of all U.S. and 13% of all Canadian departments). It is designed for younger faculty (aged 55-62 years), permitting individuals to make a firm commitment to retire at the normal retirement age. In return, the institution augments its contribution to TIAA-CREF up to retirement. The intention of this plan is for the individual to have after-tax post-retirement income that is about equal to that of his or her pre-retirement income.

(3) Partial retirement plan. Available to faculty in over one third of U.S. departments and one fourth of Canadian departments, this plan is designed to have faculty begin to draw retirement benefits while continuing to work in some capacity (usually part-time teaching at 60-70% of their base salary). The institution often provides regular faculty benefits up to the normal retirement age or agreed date of retirement.

(4) Phased retirement plan. Offered by institutions housing 16% oall U.S. departments, this plan does not allow faculty to draw against retirement annuity funds as the individual moves from full- to part-time employment. The institution may continue to contribute to the retirement fund during the phase period.

(5) Bridge benefit plan. This plan, available to only a small minority of departments, takes advantage of faculty Social Security benefits and current tax laws. Income is maintained at

Table 27

Mandatory Retirement Age and Early Retirement Options in U.S. and Canadian Graduate Departments of Psychology: 1987-1988

Options	U.S. Departments						All U.S. Departments	Canadian Departments
	Doctoral			Master's				
	Public (N=168) %	Private (N=80) %	All (N=248) %	Public (N=69) %	Private (N=26) %	All (N=95) %	(N=343) %	(N=18) %
Departments reporting a mandatory retirement age:								
65 years	<1	1	<1	3	0	2	1	61
Over 65 years	60	60	60	45	46	45	56	0
No	36	36	36	51	50	51	40	22
Not specified	3	3	3	1	4	2	3	17
Departments with early retirement options								
Yes	67	62	66	51	54	52	62	89
No	29	34	31	48	42	46	35	6
Not specified	4	4	3	1	4	2	3	5
(For departments with early retirement options) Type of options:								
Full early retirement	49	60	52	46	86	57	53	44
Early commitment	7	10	8	17	14	16	10	13
Partial retirement	43	24	37	46	21	39	38	25
Phased retirement	17	18	17	6	21	10	16	0
Bridge benefit	4	8	6	0	21	6	6	0
Other	18	32	22	17	7	14	20	19
Types of incentives in early retirement plans:								
Financial	56	58	56	40	79	51	55	50
Access to office/library space	58	48	55	49	71	55	55	19
Library privileges	72	56	67	66	86	71	68	31
Parking privileges	58	42	53	40	43	41	50	6
Tuition benefits for immediate family	16	46	25	9	57	22	24	19
Clerical support	43	36	41	37	21	33	39	19
Access to computer	54	40	50	34	64	43	48	38
Other (e.g., health benefits and access to athletic facilities or events)	20	14	18	6	14	8	16	0

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages do not total to 100%, given that the departments may choose more than one early retirement incentive.

> stable levels. The plan is targeted for faculty between the ages of 65-69 years. The commencement of TIAA-CREF benefits is delayed until after the bridge benefit is complete. Faculty are not penalized for engaging in other paid employment beyond possible reductions in Social Security benefits. Some level of fringe and other benefits is typically maintained for the bridge period.

Almost one fifth of the departments reported that other types of early retirement plans were available. These included individually tailored plans negotiated with the faculty member or plans that involved a consideration of the number of years of service and the age of the faculty member. For instance, a faculty member may get full retirement at age 62 with 30 years of service, or some percentage of salary may be part of the plan after 20 years of service at age 55.

In addition to monetary salary, incentives often have been included in early retirement plans to increase their attractiveness (Mangan, 1988). As seen in Table 27, the most popular incentives used in conjunction with early retirement options included library privileges, financial incentives, and access to library/office space. Parking privileges, computer access and clerical support were also frequently cited by departments. Very few departments were in institutions with early retirement options that offered no incentives.

GRADUATE STUDENT SUPPORT

The availability of graduate student financial aid is one indicator of the "health" of graduate education. It hints at the value society places on a field of inquiry in terms of its perception that future researchers and professionals are needed. The availability of student support also plays an important role in terms of attracting students, particularly ethnic minority students, to a particular area and reducing the time required to matriculate through a program.

Over the past decade, the types and availability of graduate student financial support have changed. Federal support for graduate training in U.S. institutions has eroded in all fields, including psychology (U.S. Congress, Office of Technology Assessment, 1989). For example, looking at 1977 PhD recipients in psychology, 29% of those in clinical, counseling, or school psychology and 22% of those in the remaining subfields reported that federal fellowships and traineeships provided the major support for their graduate training. However, the corresponding proportions of 1986 PhD recipients who primarily relied on federal support were only 6% and 8% (Coyle & Bae, 1987).

Although federal predoctoral training support has declined in all science and engineering fields, differential trends have occurred with regard to the availability of other types of support. In the natural sciences and engineering, reliance on university support (i.e., teaching and research assistantships, university fellowships, and work-study) has increased. However, in the social sciences, the shift has been toward self-support (e.g., family contributions, employment, or loans).

This has been particularly true for graduate students in psychology. The percentage of newly awarded PhDs in the health service provider subfields who indicated that personal sources were the primary mechanism for financing their graduate training rose from 46% in 1977 to 67% in 1986; this proportion was the highest of all science and engineering fields (Coyle & Bae, 1987). Corresponding figures for new PhDs in the non-practice areas of psychology were 36% and 49%.

In 1986, almost half (47%) of all full-time graduate students in psychology were primarily paying for their graduate study through loans, employment, and family assistance (National Science Foundation, 1988a). University sources were the major source of support for another 40%, and the remaining 13% were financing their education through other sources (e.g., private foundation fellowships, federal traineeships, or foreign awards).

Patterns of Support for Graduate Training in Psychology

It is difficult to obtain precise information on graduate student support in psychology for several reasons. Each of the existing major data bases has certain strengths and weaknesses. For example, the Survey of Doctorate Recipients conducted by the National Research Council has the major advantages of an extremely high response rate and a focus on both primary source and multiple sources of support. At the same time, however, it relies on self-reported information from new doctorates, and individuals may not always remember or even know the exact sources or types of funding they received throughout their graduate study. Also, the survey's coverage is restricted to PhD recipients and thus excludes graduates of PsyD and master's programs.

Data on students enrolled in both PhD and master's programs are collected by the National Science Foundation's Survey of Graduate Science and Engineering Students and Postdoctorates. Rather than focusing on graduates, the survey requests data from institutions on their current full- and part-time graduate student population. However, only one source of support can be reported for a student, and no clear distinction is made between master's and doctoral students. Further, in both surveys, data on levels and/or amounts of support are lacking.

So as to partially correct these problems, the 1987-88 Survey of Graduate Departments of Psychology queried department chairs about the numbers of students in their doctoral and master's programs who were receiving full support (financial aid that covered the full cost of tuition and included a full stipend), partial support (e.g., tuition assistance but no stipend), or no support at all.[e] Information also was collected on current stipend levels paid by assistantships, fellowships, and traineeships. It should be noted, however, that the figures reported in the following tables, focus only on traditional mechanisms of financial support provided by the institution; self-support (e.g., loans and employment) was not examined.

U.S. graduate departments of psychology. Tables 28 and 29 present data on the percentages of full- and part-time doctoral and master's students receiving full, partial or no support for their graduate training. In general, full-time graduate students were more likely to be awarded financial support than were part-time students. Those enrolled full-time in doctoral programs were much more likely to be supported than were those pursuing a master's degree.

Almost two thirds of all full-time doctoral students in U.S. departments received some type of support (either full or partial) as compared to only a small minority of part-time doctoral students. Among U.S. departments, a higher percentage of full-time doctoral students enrolled in public universities received full support than was true of their counterparts in private institutions (38% vs. 24% respectively). Nearly half of the full-time doctoral students in private colleges and universities were receiving no support from the department at all.

The financial aid picture is even more bleak for full-time master's students. Less than one fourth received partial support, only 9% received full support, and over two thirds were not supported at all. Those

---

[e] A "full stipend" refers to that typically awarded by a department to cover costs other than tuition for the academic year.

Table 28

Percentage of Full-time and Part-time Students Supported in Doctoral Programs in U.S. and Canadian Graduate Departments of Psychology: 1987-88

Level of support	All U.S. Departments			All Canadian Departments
	Public %	Private %	All %	%
FULL-TIME STUDENTS:				
Full-time students with full support	38	24	33	20
Full-time with partial support	32	28	31	54
Full-time students with no support	30	47	37	27
Total full-time doctoral students reported by departments:	8,200	5,291	13,491	630
Number of departments reporting:	128	68	196	11
PART-TIME STUDENTS:				
Part-time students with support	6	7	7	0
Part-time students with no support	94	93	93	100
Total part-time doctoral students reported by departments:	1,324	1,570	2,894	33
Number of departments reporting:	77	37	114	6

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages are column percentages and may not sum to 100% due to rounding. "Full support" refers to tuition assistance that covers the full amount of tuition plus a full stipend whereas "partial support" refers to partial stipend only, full stipend but no tuition assistance, and so forth.

Table 29

Percentage of Full-time and Part-time Students Supported in Master's Programs in U.S. and Canadian Graduate Departments of Psychology: 1987-88

Level of support	All U.S. Departments Public %	 Private %	 All %	All Canadian Departments %
FULL-TIME STUDENTS:				
Full-time students with full support	9	6	9	5
Full-time with partial support	20	31	23	67
Full-time students with no support	70	62	68	29
Total full-time master's students reported by departments:	4,103	1,353	5,456	263
Number of departments reporting:	123	44	167	12
PART-TIME STUDENTS:				
Part-time students with support	4	6	5	6
Part-time students with no support	96	94	95	94
Total part-time master's students reported by departments:	4,111	1,695	5,806	53
Number of departments reporting:	106	35	141	6

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages are column percentages and may not sum to 100% due to rounding. "Full support" refers to tuition assistance that covers the full amount of tuition plus a full stipend whereas "partial support" refers to partial stipend only, full stipend but no tuition assistance, and so forth.

enrolled at private universities were somewhat more likely to receive at least some support than were students studying at public institutions.

Departmental practices for supporting students may vary, however; for example, some departments may decide to enroll only students for whom it has money to support. Table 30 presents information on the proportions of full-time doctoral students supported by a department. Almost one third of all U.S. departments did not fully support any of their doctoral students, another third provided full support to some students (but at most only half), and 37% awarded full support to a majority of their students. Those offering full support to all their graduate students constituted less than 10% of all doctoral departments.

Most departments do try to support students at some level. Almost two-thirds of departments reported that they provided some form of support to over 50% of their doctoral students. Only a small minority indicated that no student currently received some amount of departmental support.

In Table 31, data are presented on the level of support offered to doctoral students by various types of departments. The departmental practice of not fully supporting any of its students was least characteristic of psychology departments (21%). In contrast, almost three fifths of counseling departments and almost three fourths of professional schools indicated that none of their students was fully supported. When we consider whether any level of support (either full or partial) was provided, it can be seen that very few departments required that all of their students be self-supporting, although this is true for 13% of the professional schools.

As stated previously, master's students were far less likely to be fully supported. Table 32 shows that almost two thirds of all departments reported that none of their master's students received full support, and only 5% fully supported all their students. The situation improves when we consider whether departments provided any support (full or partial) to master's students; 82% of the departments supported at least some of their students at some level. At the same time, however, only 44% awarded some level of support to a majority of their students.

Canadian graduate departments of psychology. As shown in Tables 28 and 29, almost three quarters of all full-time doctoral and master's students in Canadian departments received some type of financial aid during 1987-88 in the form of assistantships, traineeships, or fellowships. However, only one of every five students enrolled in doctoral programs was fully supported, and for master's students, the provision of full support was extremely rare (see Tables 28 and 29).

However, most departments had some funds available to support full-time students, particularly those departments with doctoral programs. All indicated that some support was provided to at least some full-time students, and 84% reported that over half of their doctoral students were supported at some level. About two thirds of department's with full-time master's students provided support to a majority of their students. (See Tables 30 and 31.)

Table 30

Departmental Practices for Supporting Full-time Doctoral Students in U.S. and Canadian Graduate Departments of Psychology: 1987-88

Departmental practice	All U.S. Departments Public %	 Private %	 All %	All Canadian Departments %
FULL SUPPORT PROVIDED:				
Percentage of departments providing full support for:				
None of their students	31	29	31	50
1-25% of their students	18	16	17	25
26-50% of their students	14	18	15	8
51-75% of their students	18	13	16	8
76-99% of their students	8	16	11	8
100% of their students	12	7	10	0
Percentage of students fully supported by a department:				
Median	27	29	27	19
Q1	0	0	0	0
Q3	70	73	70	36
Number of departments reporting	124	68	192	12
FULL OR PARTIAL SUPPORT PROVIDED:				
Percentage of departments providing any support (full or partial) for:				
None of their students	<1	4	2	0
1-25% of their students	6	15	9	8
26-50% of their students	16	18	17	8
51-75% of their students	23	25	24	25
76-99% of their students	30	21	27	42
100% of their students	24	18	22	17
Percentage of students fully or partially supported by a department:				
Median	80	66	75	82
Q1	51	38	50	57
Q3	98	93	95	90
Number of departments reporting	122	68	190	12

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages are column percentages and may not sum to 100% due to rounding. "Full support" refers to tuition assistance that covers the full amount of tuition *plus* a full stipend whereas "partial support" refers to partial stipend only, full stipend but no tuition assistance, and so forth.

Table 31

Departmental Practices for Supporting Full-time Doctoral Students in U.S. and Canadian Graduate Departments of Psychology by Type of Department: 1987-88

Departmental practice	Type of Department Psychology %	 Educational %	 Counseling %	 Professional %	 Other[a] %
FULL SUPPORT PROVIDED:					
Percentage of departments providing full support for:					
None of their students	21	36	59	73	35
1-25% of their students	17	46	12	20	10
26-50% of their students	18	0	12	7	10
51-75% of their students	20	18	18	0	0
76-99% of their students	13	0	0	0	20
100% of their students	11	0	0	0	25
Percentage of students fully supported by a department:					
Median	46	36	0	0	44
Q1	8	0	0	0	0
Q3	75	17	50	1	99
Number of departments reporting:	131	11	15	15	20
FULL OR PARTIAL SUPPORT PROVIDED:					
Percentage of departments providing any support (full or partial) for:					
None of their students	2	0	0	13	0
1-25% of their students	4	27	20	40	0
26-50% of their students	15	36	20	27	10
51-75% of their students	27	27	13	20	10
76-99% of their students	33	0	13	0	35
100% of their students	20	9	33	0	45
Percentage of students fully or partially supported by a department:					
Median	77	46	75	25	96
Q1	54	14	26	7	79
Q3	95	73	100	50	100
Number of departments reporting:	129	11	15	15	20

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages are column percentages and may not sum to 100% due to rounding. "Full support" refers to tuition assistance that covers the full amount of tuition plus a full stipend whereas "partial support" refers to partial stipend only, full stipend but no tuition assistance, and so forth.

[a] Included in this category are Human Development, School Psychology, Education, and other departments.

Table 32

Departmental Practices for Supporting Full-time Master's Students in U.S. and Canadian Graduate Departments of Psychology: 1987-88

Departmental practice	All U.S. Departments Public %	 Private %	 All %	All Canadian Departments %
FULL SUPPORT PROVIDED:				
Percentage of departments providing full support for:				
None of their students	64	70	66	67
1-25% of their students	15	16	15	25
26-50% of their students	6	2	5	8
51-75% of their students	5	7	5	0
76-99% of their students	4	2	4	0
100% of their students	6	2	5	0
Percentage of students fully supported by a department:				
Median	0	0	0	0
Q1	0	0	0	0
Q3	20	15	18	14
Number of departments reporting:	123	44	167	12
FULL OR PARTIAL SUPPORT PROVIDED:				
Percentage of departments providing any support (full or partial) for:				
None of their students	15	25	18	17
1-25% of their students	29	18	26	0
26-50% of their students	26	14	22	17
51-75% of their students	7	11	8	8
76-99% of their students	13	9	12	42
100% of their students	11	23	14	17
Percentage of students fully or partially supported by a department:				
Median	29	38	29	84
Q1	11	1	10	41
Q3	70	84	77	94
Number of departments reporting:	121	44	165	12

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages are column percentages and may not sum to 100% due to rounding. "Full support" refers to tuition assistance that covers the full amount of tuition plus a full stipend whereas "partial support" refers to partial stipend only, full stipend but no tuition assistance, and so forth.

Graduate Student Stipends

Table 33 presents information on the medians and quartiles for graduate student stipends in U.S. graduate departments by type of student (doctoral vs. master's) and year in the program. No data are presented for Canadian departments due to an insufficient number of responses.

In general, median stipends differed, depending on the type of program (doctoral vs. master's), the mechanism of support, and whether the student was a first-year student or more advanced in the program. As in past surveys, the 9-month stipends paid to master's students were much lower than those received by doctoral students. For teaching and research assistantships, the median stipend increased, although slightly, for students who were further along in the program. Traineeships, typically funded by federal monies, paid the lowest stipends.

Financial Aid and Recruiting Students

The availability of financial aid is often a key component in a department's ability to attract new students. In the past, some departments did not accept students to whom they could not offer full financial support. With the erosion in the amount of financial support being provided by federal and other sponsors, this practice, however, may have changed.

As Table 34 shows, not all students receive offers of financial support when they are accepted by a program. In contrast to Canadian departments, the majority (81%) of U.S. departments reported that they did accept doctoral students to whom offers of support had not been made. Similarly, a majority of U.S. master's departments did not make acceptance contingent upon offering support (85%). It should be noted that some applicants may not have required or been eligible for financial aid, but it also may be the case that departments did not have sufficient funds to offer financial support to all students who are accepted.

Substantial offers of financial support, however, may be crucial in allowing a department to recruit its top-ranked applicants. Table 35 contains information on the characteristics of the most "attractive" financial support package (in terms of dollar worth) that was offered to an individual being recruited by the department in Spring 1987. Typically, this package involved both tuition assistance and a stipend. The median worth of this package was higher for applicants to doctoral programs as compared to master's programs. Not surprisingly, given the higher tuition rates charged by private institutions, the worth of the package increased for individuals being recruited by private colleges and universities. The same patterns appeared for financial packages that provided tuition, stipend, and other forms of support (e.g., summer support).

Table 33

Medians and Quartiles for Graduate Student Support in U.S. Departments of Psychology: 1987-88

Category of Support	Support for Doctoral Students			Support for Master's Students	
	First Year Student	Intermediate	Dissertation Year	First Year Student	Beyond First Year
Teaching assistantship					
9-month					
Median:	$6,350	$6,484	$6,647	$5,200	$5,220
Q1:	$5,096	$5,312	$5,600	$4,050	$4,100
Q3:	$8,000	$8,000	$8,367	$6,806	$6,992
N:	174	180	149	113	107
12-month					
Median:	$7,920	$7,940	$8,400	$5,400	$5,825
Q1:	$6,506	$6,530	$6,876	$1,800	$2,250
Q3:	$10,546	$11,427	$10,484	$7,200	$9,038
N:	20	20	15	11	12
Research assistantship					
9-month					
Median:	$6,250	$6,500	$6,674	$5,103	$5,100
Q1	$5,314	$5,678	$5,776	$3,550	$3,800
Q3:	$7,786	$8,000	$8,330	$6,494	$6,728
N:	136	130	114	97	86
12-month					
Median:	$10,000	$10,133	$10,284	$6,800	$7,000
Q1:	$7,000	$7,108	$7,111	$3,412	$4,050
Q3:	$10,998	$11,919	$11,764	$8,850	$9,000
N:	43	41	38	20	15
Fellowship					
9-month					
Median:	$6,000	$6,000	$6,000	$3,700	$3,850
Q1	$4,800	$4,800	$5,000	$1,900 - 5,781	$1,675
Q3:	$7,500	$7,478	$7,410	$5,781	$7,125
N:	84	68	56	25	16
12-month					
Median:	$7,612	$7,200	$7,700	a	a
Q1:	$6,513	$6,400	$6,588	a	a
Q3:	$10,000	$9,000	$9,105	a	a
N:	40	35	34	6	7

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. The _N_s noted refer to the number of U.S. departments reporting this category of support. All figures for teaching and research assistantships have been adjusted to reflect assistantships that expect the student to spend 20 hours/week in his/her assistantship.

[a] No figures are reported due to the small number of respondents.

Table 34

Patterns of Acceptance in U.S. and Canadian Graduate Departments of Psychology: 1987-88

Pattern of support	U.S. Departments						All Canadian Departments
	Doctoral			Master's			
	Public %	Private %	All %	Public %	Private %	All %	%
Departments accepting doctoral students with no support:							
Yes	79	84	81	na	na	na	31
No	21	16	19	na	na	na	62
Not specified	0	0	0	na	na	na	8
N of departments	168	80	248	-	-	-	13
Departments accepting master's students with no support:							
Yes	87	85	86	90	73	85	64
No	5	0	4	4	12	6	29
Not specified	8	15	10	6	15	8	7
N of departments	90	34	124	69	26	95	14

Source: 1987-1988 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

na=Not applicable to departments.

Table 35

Estimated Dollar Value of Most Attractive Financial Support Packages Offered to an Incoming Graduate Student by U.S. and Canadian Graduate Departments of Psychology to an Applicant who was Accepted: 1987-88

	Type of Institution		
	Public	Private	All
DOCTORAL STUDENTS			
Estimated worth of total financial support package			
Tuition and stipend included in package:			
Median:	$9,225	$15,492	$10,170
Q1:	$7,500	$12,000	$8,290
Q3:	$11,900	$18,625	$14,046
N:	87	45	132
Tuition, stipend and other support included in package:			
Median:	$12,200	a	$13,417
Q1:	$10,611	a	$10,832
Q3:	$14,500	a	$16,362
N:	33	8	41
MASTER'S STUDENTS			
By U.S. Doctoral Departments			
Estimated worth of total financial support package			
Tuition and stipend included in package:			
Median:	$6,573	a	$7,820
Q1:	$4,960	a	$5,485
Q3:	$8,319	a	$10,794
N:	21	9	30
By U.S. Master's Departments			
Estimated worth of total financial support package			
Tuition and stipend included in package:			
Median:	$4,900	$9,012	$6,200
Q1:	$3,985	a	$4,454
Q3:	$7,206	a	$8,186
N:	25	12	37

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

[a] Insufficient data to generate summary statistics

GRADUATE STUDENT ENROLLMENTS

Changes in the graduate student population in psychology often foreshadow the future size and composition of the population of trained psychological personnel. Over the past decade, several changes have occurred in the demographic profile of psychology students and their choices concerning subfields of study--changes which may affect the field for decades to come.

Since 1977, graduate enrollments (both full- and part-time) in psychology have accounted for about 10% of overall enrollment in scientific and engineering fields (National Science Foundation, 1988a). Total graduate enrollments in psychology have grown very slowly, rising from 38,628 in 1977 to 44,912 in 1987. The average rate of growth per year (1.6%) is similar to that witnessed for all science and engineering enrollments.

Where enrollments have risen is in terms of part-time enrollments. In 1977, the number of part-time graduate students totaled 12,918 and comprised 33% of all graduate enrollments in psychology. Ten years later, they had grown to 16,705, accounting for 37% of total enrollments.

One of the most dramatic shifts in the graduate student population has been the increasing participation of women (Howard, Pion, Gottfredson, Flattau, Oskamp, Pfafflin, Bray, & Burstein, 1986). In 1986, the percentage of women in doctoral and master's psychology programs was 63%--up from 47% in 1977 (National Science Foundation, 1988a). This increase was a product of two factors: (1) a 54% increase in the number of women enrolled in psychology graduate programs (18,108 in 1977 vs. 27,815 in 1986); and (2) a 22% decline in the number of male graduate students, dropping from 20,520 in 1977 to 16,088 ten years later.

Some growth, although considerably smaller, also has occurred with regard to the participation of ethnic minorities. In 1982 (the first year in which data are available), the number of ethnic minority graduate students totaled 3,694 or about 9.5% of overall psychology enrollments (National Science Foundation, 1988b). Four years later, this number had risen to 4,815, and the percentage had inched upward to 11.4%. Included in this figure are an estimated 2,047 Blacks, 1,869 Hispanics, 750 Asians, and 149 American Indians. Compared to 1982, these numbers represented a 25% increase in Black graduate students, a 27% increase in Hispanics, and a 70% rise in Asian students. Participation of American Indians in graduate psychology education grew by only 7%.

In order to obtain a more in-depth look at these trends within psychology, the 1987-88 Departmental Survey requested chairs to provide information on the sex, race/ethnicity, and major subfield grouping (health service provider vs. non-health service provider) of their graduate students. Tables 36-49 report data for graduate students in U.S. departments as of Fall 1987, and information on Canadian departments is presented in Tables 50-53.

In viewing these tables, the reader should keep in mind that they are based on the information provided by departments that responded to the survey; no attempt has been made to produce population estimates. As such, only percentages rather than numbers of women and ethnic minorities are reported. The reader also should note that for some groups (e.g., full-time students in Canadian doctoral programs), the percentage of missing data is sizable, and the results should be viewed with caution.

Overview

In 1987-88, majorities of graduate students were enrolled full time (70%) in U.S. graduate departments of psychology, were studying in programs located in public institutions (66%), and were pursuing doctoral degrees (58%). The most popular subfields of study were those in the health service provider areas (e.g., clinical, counseling, and school psychology); 70% of all full- and part-time students were enrolled in these types of doctoral and master's programs. Of every ten graduate students, six were women, and one was an ethnic minority. Four percent of all graduate students were Black, 4% were Hispanic, 3% were Asian, and 0.3% were American Indian.

The representation of women and ethnic minorities among graduate students is much different than it is for full-time faculty. As illustrated in Table 3 in the section on "Faculty Characteristics", the percentage of women on full-time faculties in U.S. graduate departments of psychology was 24%, and ethnic minorities comprised 5%. Such disparities are striking, given issues associated with role models and mentoring in graduate education.

Doctoral Enrollments in U.S. Graduate Departments of Psychology

Most doctoral students in psychology were working on degrees in the health service provider specialties (64%) and were enrolled on a full-time basis (83%). Regardless of enrollment status, however, approximately 60% were women, and 11% were ethnic minorities. Four percent of all doctoral students were Black, 4% were Hispanic, and 3% were Asian. American Indians represented an extremely small minority, accounting for only 0.3%.

Among the health service provider areas, nearly one third (31%) of all full- or part-time doctoral students were studying in professional schools of psychology. Students in these settings accounted for 27% of all full-time and 45% of all part-time, doctoral enrollments in the practice specialties.

Full-time enrollments. The majority (61%) of full-time doctoral students were in programs that trained individuals for practice in psychology. As Table 36 shows, sixty percent were women, and 11% were ethnic minorities. The representation of women was relatively similar for most ethnic minority groups, with the exception that 68% of all Black graduate students were women.

Approximately 64% of all full-time doctoral students were in public colleges and universities. Table 37 indicates that few differences existed between public and private institutions in terms of the percentage of either

Table 36

Sex and Race of Doctoral Students Enrolled Full Time in All U.S. Graduate Departments of Psychology: 1987-88

Sex		Race/Ethnicity[a]						
		White	Black	Hispanic	Asian	Native American	Not Specified	Total
Men (N=7,055)								
	Row %	85	3	3	4	<1	4	100
	Column %	40	32	38	41	36	47	40
Women (N=10,690)								
	Row %	85	4	4	3	<1	3	100
	Column %	60	68	62	59	64	53	60
Total:	Row %	85	4	4	3	<1	4	100
	Column %	100	100	100	100	100	100	100
	N	15,115	705	622	611	67	625	17,745

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by 260 departments that responded to the 1987-88 Survey of Graduate Departments in Psychology and that reported full-time doctoral students in psychology programs. Excluded from the analysis were 576 full-time doctoral students for whom information on sex and race/ethnicity was not available.

[a] The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian American/Pacific Islander; American Indian/Alaskan Native; and Other.

Table 37

Sex and Race of Doctoral Students Enrolled Full Time in All U.S. Graduate Departments of Psychology by Institutional Control: 1987-88

Sex		Race/Ethnicity[a]						
		White	Black	Hispanic	Asian	Native American	Not Specified	Total
		Departments in Public Institutions (176 departments)						
Men (N=4,552)								
	Row %	85	4	3	4	<1	5	100
	Column %	40	33	41	41	33	46	40
Women (N=6,748)								
	Row %	84	5	3	4	<1	4	100
	Column %	60	67	59	59	67	54	60
Total:	Row %	84	4	3	4	<1	4	100
	Column %	100	100	100	100	100	100	100
	N	9,544	489	329	407	51	480	11,300
		Departments in Private Institutions (84 departments)						
Men (N=2,503)								
	Row %	87	3	4	3	<1	3	100
	Column %	39	31	35	40	44	48	39
Women (N=3,942)								
	Row %	86	4	5	3	<1	2	100
	Column %	61	69	65	60	56	52	61
Total:	Row %	86	3	5	3	<1	2	100
	Column %	100	100	100	100	100	100	100
	N	5,571	216	293	204	16	145	6,445

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by departments that responded to the 1987-88 Survey of Graduate Departments in Psychology and that reported full-time doctoral students in psychology programs. Excluded from the analysis were 494 full-time doctoral students in public institutions and 82 full-time doctoral students in private institutions for whom information on sex and race/ethnicity was not available.

[a] The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian American/Pacific Islander; American Indian/Alaskan Native; and Other.

women or ethnic minority graduate students. One exception concerned the distributions of specific ethnic minority groups across public and private colleges and universities. Whereas large majorities of full-time, American Indian, Black, and Asian doctoral students were studying in public institutions, only 53% of Hispanics were in programs in public schools or departments. In addition, there was a higher percentage of women among Hispanic students in private institutions.

The participation of women and ethnic minorities differed for full-time doctoral students enrolled in health service provider programs as compared to their counterparts in other subfields, as shown in Table 38. Whereas women constituted 62% of all full-time doctoral enrollments in health service provider programs, they accounted for 58% of total full-time doctoral enrollments in the non-practice areas of psychology. These figures represented increases from those reported four years ago; in Fall 1984, the percentages of women were 58% in the practice specialties and 55% in other subfields of psychology (Pion, Bramblett, Wicherski, & Stapp, 1985).

Similar to findings of past surveys (e.g., Pion, Bramblett, Wicherski, & Stapp, 1985), Asian graduate students tended to concentrate in the non-practice subfields; only 36% of all Asian students who were enrolled in full-time doctoral programs were in clinical, counseling, or school psychology. In contrast, 68% of Black, 74% of Hispanic, and 75% of American Indian students were in health service provider programs. These percentages are roughly similar to those reported four years ago, with the exception that the percentage of Hispanics in practice related programs grew from 68% in 1984.

Given that the majority of future doctoral-level psychologists are being produced in the practice areas, it is interesting to look at the characteristics of students within the different types of training environments (e.g., professional schools of psychology). Table 39 indicates that the overall percentage of women in professional schools was identical to that of women in psychology departments. However, some distinctions appeared with regard to ethnic minority status. Professional schools were the locus of training for 20% of all Black doctoral students enrolled in health service provider programs, 25% of Asians, and 18% of American Indians. However, over two fifths of all Hispanic students in these subfields were in professional schools of psychology.

Part-time enrollments. Similar to the population of full-time doctoral students in psychology, the percentage of women among all part-time doctoral students was 59%, and ethnic minorities comprised 11%. (See Table 40). Although the data presented in Table 41 suggest that these percentages may differ, depending on whether programs are in public or private institutions, the discrepancies are difficult to interpret due to problems with missing data. It does appear, however, that there are higher percentages of women among Black, Hispanic, and Asian doctoral students enrolled on a part-time basis in private institutions.

Approximately three quarters of all part-time doctoral students were in practice-related programs. As shown in Table 42, the percentages of women and ethnic minorities in health service provider programs and those in other

Table 38

Sex and Race of Doctoral Students Enrolled Full Time in All U.S. Graduate Departments of Psychology by Major Field of Study: 1987-88

Sex		Race/Ethnicity[a]						
		White	Black	Hispanic	Asian	Native American	Not Specified	Total
		Health Service Provider Programs (186 departments)						
Men (N=4,142)								
	Row %	87	4	4	2	<1	3	100
	Column %	39	31	36	33	34	42	38
Women (N=6,714)								
	Row %	85	5	4	2	<1	3	100
	Column %	61	69	64	67	66	58	62
Total:	Row %	86	4	4	2	<1	3	100
	Column %	100	100	100	100	100	100	100
	N	9,343	481	463	222	50	297	10,856
		Non-Health Service Provider Programs (176 departments)						
Men (N=2,913)								
	Row %	83	4	2	6	<1	6	100
	Column %	42	45	43	45	41	51	42
Women (N=3,976)								
	Row %	84	4	2	5	<1	4	100
	Column %	58	55	56	55	59	49	58
Total:	Row %	84	4	2	6	<1	5	100
	Column %	100	100	100	100	100	100	100
	N	5,772	224	159	389	17	328	6,889

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by departments that responded to the 1987-88 Survey of Graduate Departments of Psychology and that reported full-time doctoral students in health service provider programs and/or in those programs in psychology that do not train students for practice (e.g., developmental, educational, experimental, industrial/organizational, and social psychology). The number of departments reported for each major field are not exclusive, given that departments can have programs in more than one field or specialty.

[a] The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian American/Pacific Islander; American Indian/Alaskan Native; and Other.

Table 39

Sex and Race of Doctoral Students Enrolled Full Time in Health Service Provider Programs in U.S. Professional Schools of Psychology vs. Other Types of Academic Units: 1987-88

Sex		Race/Ethnicity[a]						
		White	Black	Hispanic	Asian	Native American	Not Specified	Total
		Professional Schools of Psychology (21 schools)						
Men (N=1,129)								
	Row %	84	3	6	1	<1	6	100
	Column %	38	32	34	25	56	49	38
Women (N=1,852)								
	Row %	84	3	7	2	<1	4	100
	Column %	62	68	66	75	44	51	62
Total:	Row %	84	3	6	2	<1	4	100
	Column %	100	100	100	100	100	100	100
	N	2,500	94	188	56	9	134	2,981
		Other Academic Units (166 departments)						
Men (N=3,013)								
	Row %	88	4	4	2	<1	2	100
	Column %	39	30	38	36	29	37	38
Women (N=4,862)								
	Row %	86	6	4	2	<1	2	100
	Column %	61	70	62	64	71	63	62
Total:	Row %	87	5	4	2	<1	2	100
	Column %	100	100	100	100	100	100	100
	N	6,843	387	275	166	41	163	7,875

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by professional schools of psychology (as defined by their membership in the National Council of Schools of Professional Psychology) and other types of academic units that responded to the 1987-88 Survey of Graduate Departments in Psychology and that reported full-time doctoral students in health service provider programs (e.g., clinical, counseling, and school psychology).

[a] The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian American/Pacific Islander; American Indian/Alaskan Native; and Other.

Table 40

Sex and Race of Doctoral Students Enrolled Part Time in All U.S. Graduate Departments of Psychology: 1987-88

Sex		Race/Ethnicity[a]						
		White	Black	Hispanic	Asian	Native American	Not Specified	Total
Men (N=1,435								
	Row %	84	6	3	2	<1	5	100
	Column %	41	42	35	43	50	42	41
Women (N=2,079)								
	Row %	84	5	4	2	<1	5	100
	Column %	59	58	65	57	50	58	59
Total:	Row %	84	5	4	2	<1	5	100
	Column %	100	100	100	100	100	100	100
	N	2,945	191	135	72	6	165	3,514

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by 136 departments that responded to the 1987-88 Survey of Graduate Departments in Psychology and that reported part-time doctoral students in psychology programs. Excluded from the analysis were 167 part-time doctoral students for whom information on sex and race/ethnicity was not available.

[a] The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian American/Pacific Islander; American Indian/Alaskan Native; and Other.

Table 41

Sex and Race of Doctoral Students Enrolled Part Time in All U.S. Graduate Graduate Departments of Psychology by Institutional Control: 1987-88

Sex		Race/Ethnicity[a]						
		White	Black	Hispanic	Asian	Native American	Not Specified	Total
		Departments in Public Institutions (92 departments)						
Men (N=726)								
	Row %	83	5	2	3	<1	7	100
	Column %	42	45	44	49	100	45	42
Women (N=990)								
	Row %	85	5	2	2	0	6	100
	Column %	58	55	56	51	0	55	58
Total:	Row %	84	5	2	3	<1	6	100
	Column %	100	100	100	100	100	100	100
	N	1,447	87	27	43	2	110	1,716
		Departments in Private Institutions (44 departments)						
Men (N=709)								
	Row %	85	6	5	1	<1	3	100
	Column %	40	40	32	34	25	36	39
Women (N=1,089)								
	Row %	82	6	7	2	<1	3	100
	Column %	60	60	68	66	75	64	61
Total:	Row %	83	6	6	2	<1	3	100
	Column %	100	100	100	100	100	100	100
	N	1,498	104	108	29	4	55	1,798

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by departments that responded to the 1987-88 Survey of Graduate Departments in Psychology and that reported part-time doctoral students in psychology programs. Excluded from the analysis were 122 part-time doctoral students in public institutions and 45 part-time doctoral students in private institutions for whom information on sex and race/ethnicity was not available.

[a] The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian American/Pacific Islander; American Indian/Alaskan Native; and Other.

Table 42

Sex and Race of Doctoral Students Enrolled Part Time in All U.S. Graduate Departments of Psychology by Major Field of Study: 1987-88

Sex		Race/Ethnicity[a]						
		White	Black	Hispanic	Asian	Native American	Not Specified	Total
		Health Service Provider Programs (100 departments)						
Men (N=1,144)								
	Row %	83	5	4	2	<1	5	100
	Column %	41	43	34	41	50	41	41
Women (N=1,600)								
	Row %	82	5	5	2	<1	5	100
	Column %	59	57	66	59	50	59	59
Total:	Row %	83	5	5	2	<1	6	100
	Column %	100	100	100	100	100	100	100
	N	2,252	135	125	44	6	152	2,714
		Non-Health Service Provider Programs (77 departments)						
Men (N=321)								
	Row %	85	7	2	4	0	2	100
	Column %	39	41	50	46	0	54	40
Women (N=479)								
	Row %	88	7	1	3	0	1	100
	Column %	61	59	50	54	0	46	60
Total:	Row %	87	7	1	3	0	2	100
	Column %	100	100	100	100	100	100	100
	N	693	56	10	28	0	13	800

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by departments that responded to the 1987-88 Survey of Graduate Departments in Psychology and that reported part-time doctoral students in health service provider programs (e.g., clinical, counseling, and school psychology) and/or in those programs in psychology that do not train students for practice (e.g., developmental, educational, experimental, industrial/organizational, and social psychology). The number of departments reported for each major field are not exclusive, given that departments can have programs in more than one field or specialty.

[a] The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian American/Pacific Islander; American Indian/Alaskan Native; and Other.

subfields were almost identical. However, the representation of Hispanics was lower among part-time students who were in programs outside the practice areas.

As can be seen in Table 43, the percentage of women was somewhat lower in those health service provider programs located in traditional psychology departments. In addition, the proportion of ethnic minorities, particularly Hispanics, was much higher for programs housed in professional schools.

Master's Enrollments in U.S. Graduate Departments of Psychology

In contrast to the emphasis on full-time study in doctoral programs, almost half (48%) of all master's students in psychology were enrolled on a part-time basis as of Fall 1987. The majority (73%) of students were in programs located in public institutions. The preference for the health service provider fields was even more pronounced in master's programs; of every ten students, eight were studying in practice related areas.

Almost two thirds of all master's students were women--a slightly higher percentage than that reported for doctoral enrollments. The survey data suggested that a slightly smaller percentage (9%) of master's students were ethnic minorities; however, this may be due to problems associated with missing data. Based on the information reported, 4% of all full- and part-time master's students were Black, 3% were Hispanic, and 2% were Asian. Once again, the percentage of American Indians was quite small (0.3%).

Full-time enrollments. Over three quarters of all students enrolled full time in master's programs were in the health service provider subfields of psychology. Of every ten students, seven were women, and one was a member of an ethnic minority group. (See Table 44). The representation of women was relatively similar for most ethnic minority groups, with the exception of Hispanics where the percentage of women was slightly lower (64%).

The majority (75%) of all full-time master's students were enrolled in public colleges and universities. There were few differences between public and private institutions in terms of the percentages of women and ethnic minority graduate students, as Table 45 illustrates. However, American Indians were not represented in private colleges and universities, according to the departments that responded to the survey, and there were slightly higher percentages of women among Black and Asian students in public institutions.

Programs training students in clinical, counseling, and school psychology appeared to have a higher percentage of women than did those in other subfields of psychology. (See Table 46). Once again, however, this differences may be due to missing data.

Most ethnic minority students enrolled full-time in master's programs were in such areas as clinical, counseling, and school psychology. Over 80% of Blacks and Hispanics, 90% of American Indians, and 62% of Asians were in health service provider programs.

Table 43

Sex and Race of Doctoral Students Enrolled Part Time in Health Service Provider Programs in U.S. Professional Schools of Psychology vs. Other Types of Academic Units: 1987-88

Sex		Race/Ethnicity[a]						
		White	Black	Hispanic	Asian	Native American	Not Specified	Total
Professional Schools of Psychology (15 professional schools)								
Men (N=460)								
	Row %	83	5	7	2	<1	4	100
	Column %	38	41	33	35	25	36	38
Women (N=754)								
	Row %	82	4	8	2	<1	5	100
	Column %	62	59	67	65	75	64	62
Total:	Row %	82	4	7	2	<1	5	100
	Column %	100	100	100	100	100	100	100
	N	990	51	91	23	4	55	1,214
Other Academic Units (81 departments)								
Men (N=654)								
	Row %	84	6	2	1	<1	6	100
	Column %	44	44	35	48	100	44	44
Women (N=846)								
	Row %	84	6	3	1	0	6	100
	Column %	56	56	65	52	0	56	56
Total:	Row %	84	6	2	1	<1	6	100
	Column %	100	100	100	100	100	100	100
	N	1,262	84	34	21	2	97	1,500

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by departments (as defined by their membership in the National Council of Schools of Professional Psychology) and other types of academic units that responded to the 1987-88 Survey of Graduate Departments in Psychology and that reported part-time doctoral students in health service provider programs (e.g., clinical, counseling, and school psychology).

[a] The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian American/Pacific Islander; American Indian/Alaskan Native; and Other.

Table 44

Sex and Race of Master's Students Enrolled Full Time
in All U.S. Graduate Departments of Psychology: 1987-88

Sex		Race/Ethnicity[a]						
		White	Black	Hispanic	Asian	Native American	Not Specified	Total
Men (N=2,543)								
	Row %	78	4	4	2	<1	12	100
	Column %	31	34	36	30	32	33	32
Women (N=5,505)								
	Row %	79	4	3	2	1	11	100
	Column %	69	66	64	70	68	67	68
Total:	Row %	79	4	3	2	<1	12	100
	Column %	100	100	100	100	100	100	100
	N	6,339	292	266	191	31	929	8,048

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by 254 departments that responded to the 1987-88 Survey of Graduate Departments in Psychology and that reported full-time master's students in psychology programs. Excluded from the analysis were 362 full-time master's students for whom information on sex and race/ethnicity was not available.

[a] The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian American/Pacific Islander; American Indian/Alaskan Native; and Other.

Table 45

Sex and Race of Master's Students Enrolled Full Time in All U.S. Graduate Departments of Psychology by Institutional Control: 1987-88

	Race/Ethnicity[a]						
	White	Black	Hispanic	Asian	Native American	Not Specified	Total
			Departments in Public Institutions (189 departments)				
Men (N=1,888)							
Row %	80	4	3	2	<1	10	100
Column %	31	31	36	28	32	33	31
Women (N=4,122)							
Row %	81	4	3	3	<1	9	100
Column %	69	69	64	72	68	67	69
Total: Row %	80	4	3	2	<1	10	100
Column %	100	100	100	100	100	100	100
N	4,831	233	185	145	31	585	6,010
			Departments in Private Institutions (189 departments)				
Men (N=655)							
Row %	72	4	4	2	0	18	100
Column %	31	42	36	35	0	33	32
Women (N=1,383)							
Row %	75	2	4	2	0	17	100
Column %	69	58	64	65	0	67	68
Total: Row %	74	3	4	2	0	17	100
Column %	100	100	100	100	100	100	100
N	1,508	59	81	46	0	344	2,038

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by departments that responded to the 1987-88 Survey of Graduate Departments in Psychology and that reported full-time master's students in psychology programs. Excluded from the analysis were 251 full-time master's students in public institutions and 111 full-time master's students in private institutions for whom information on sex and race/ethnicity was not available.

[a] The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian American/Pacific Islander; American Indian/Alaskan Native; and Other.

Table 46

Sex and Race of Master's Students Enrolled Full Time in All U.S. Graduate Departments of Psychology by Major Field of Study: 1987-88

Sex		Race/Ethnicity[a]						
		White	Black	Hispanic	Asian	Native American	Not Specified	Total
		Health Service Provider Programs (203 departments)						
Men (N=1,871)								
	Row %	76	4	4	2	<1	13	100
	Column %	30	34	35	34	29	32	31
Women (N=4,255)								
	Row %	79	4	3	2	<1	12	100
	Column %	70	66	65	66	71	68	69
Total:	Row %	78	4	4	2	<1	12	100
	Column %	100	100	100	100	100	100	100
	N	4,765	241	216	119	28	757	6,126
		Non-Health Service Provider Programs (81 departments)						
Men (N=666)								
	Row %	78	2	3	2	<1	13	100
	Column %	35	31	40	22	67	41	35
Women (N=1,244)								
	Row %	81	3	2	4	<1	10	100
	Column %	65	69	60	78	33	59	65
Total:	Row %	79	3	3	4	<1	12	100
	Column %	100	100	100	100	100	100	100
	N	1,574	51	50	72	3	160	1,910

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by departments that responded to the 1987-88 Survey of Graduate Departments in Psychology and that reported full-time master's students in health service provider programs (e.g., clinical, counseling, and school psychology) and/or in those programs in psychology that do not train students for practice (e.g., developmental, educational, experimental, industrial/organizational, and social psychology). The number of departments reported for each major field are not exclusive, given that departments can have programs in more than one field or specialty.

[a] The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian American/Pacific Islander; American Indian/Alaskan Native; and Other.

Table 47

Sex and Race of Master's Students Enrolled Part Time in All U.S. Graduate Departments of Psychology: 1987-88

Sex	Race/Ethnicity[a]						
	White	Black	Hispanic	Asian	Native American	Not Specified	Total
Men (N=2,641)							
Row %	73	4	4	<1	<1	18	100
Column %	34	34	42	26	33	36	35
Women (N=4,989)							
Row %	74	4	3	1	<1	17	100
Column %	66	66	58	64	67	64	65
Total: Row %	74	4	3	1	<1	17	100
Column %	100	100	100	100	100	100	100
N	5,642	282	257	87	18	1,344	7,630

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by 202 departments that responded to the 1987-88 Survey of Graduate Departments in Psychology and that reported part-time master's students in psychology programs. Excluded from the analysis were 827 part-time master's students for whom information on sex and race/ethnicity was not available.

[a] The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian American/Pacific Islander; American Indian/Alaskan Native; and Other.

Table 48

Sex and Race of Master's Students Enrolled Part Time in All U.S. Graduate Departments of Psychology by Institutional Control: 1987-88

Sex	Race/Ethnicity[a]						
	White	Black	Hispanic	Asian	Native American	Not Specified	Total
	Departments in Public Institutions (150 departments)						
Men (N=1,931)							
Row %	75	3	4	<1	<1	16	100
Column %	35	34	44	31	29	37	36
Women (N=3,452)							
Row %	77	4	3	1	<1	16	100
Column %	65	66	56	69	71	63	64
Total: Row %	76	4	3	<1	<1	16	100
Column %	100	100	100	100	100	100	100
N	4,094	194	176	51	17	851	5,383
	Departments in Private Institutions (52 departments)						
Men (N=710)							
Row %	67	4	4	<1	<1	24	100
Column %	31	33	37	19	100	34	32
Women (N=1,537)							
Row %	70	4	3	2	0	21	100
Column %	69	67	63	81	0	66	68
Total: Row %	69	4	3	2	<1	22	100
Column %	100	100	100	100	100	100	100
N	1,548	88	81	36	1	493	2,247

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by departments that responded to the 1987-88 Survey of Graduate Departments in Psychology and that reported part-time master's students in psychology programs. Excluded from the analysis were 534 part-time master's students in public institutions and 293 part-time master's students in private institutions for whom information on sex and race/ethnicity was not available.

[a] The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian American/Pacific Islander; American Indian/Alaskan Native; and Other.

Part-time enrollments. As shown in Table 47, women also constituted the majority (65%) of students enrolled in master's programs on a part-time basis. The percentage of ethnic minorities was 8%. Although Table 48 suggests that there may be some small differences between public and private institutions, the amount of missing data makes these distinctions difficult to interpret.

Eight of every ten part-time master's students were in practice-related programs, as shown in Table 49. The percentages of women and ethnic minorities in health service provider programs and in other subfields were quite similar.

Graduate Enrollments in Canadian Departments of Psychology

In Canadian departments of psychology, 86% of all graduate students were enrolled on a full-time basis as of Fall 1987. Approximately 65% were women, and 5% were Black or Asian.

Doctoral enrollments. The percentage of all full-time doctoral students who were women was 65%, and only a small minority (3%) were ethnic minorities. (See Table 50). However, these percentages should be viewed with caution, given problems with missing information.

Similar to U.S. departments, the majority (63%) of full-time doctoral enrollments in Canadian departments were in the health service provider areas of psychology. (See Table 51.) However, there were differences among Canadian students in terms of the percentages of women and ethnic minorities pursuing a doctoral degree in clinical, counseling, or school psychology as compared to those who were studying in other areas. The proportion of women students in health service provider programs was 69% as compared to 59% for programs in the non-practice areas of psychology. Ethnic minority students, for the most part, were concentrated in the non- practice specialties.

No information is presented on the sex and race/ethnicity of part-time doctoral students, given that data on only 33 individuals were reported in the survey.

Tables 52 and 53 report information on full- and part-time master's students. For full-time students, the percentage of women was 70%; 64% of part-time students were women. Very few students were ethnic minorities.

Table 49

Sex and Race of Master's Students Enrolled Part Time in All U.S. Graduate Departments of Psychology by Major Field of Study: 1987-88

Sex		Race/Ethnicity[a]						
		White	Black	Hispanic	Asian	Native American	Not Specified	Total
		Health Service Provider Programs (162 departments)						
Men (N=2,156)								
	Row %	72	4	5	<1	<1	19	100
	Column %	34	33	45	19	33	35	35
Women (N=4,079)								
	Row %	73	4	3	1	<1	19	100
	Column %	66	67	55	81	67	65	65
Total:	Row %	72	4	3	<1	<1	19	100
	Column %	100	100	100	100	100	100	100
	N	4,521	242	218	52	18	1,184	6,235
		Non-Health Service Provider Programs (81 departments)						
Men (N=485)								
	Row %	78	3	2	3	0	13	100
	Column %	34	40	28	37	0	41	35
Women (N=910)								
	Row %	81	3	3	2	0	10	100
	Column %	66	60	72	63	0	59	65
Total:	Row %	79	3	3	3	0	12	100
	Column %	100	100	100	100	100	100	100
	N	1,121	40	39	35	0	160	1,395

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by departments that responded to the 1987-88 Survey of Graduate Departments in Psychology and that reported part-time master's students in health service provider programs (e.g., clinical, counseling, and school psychology) and/or in those programs in psychology that do not train students for practice (e.g., developmental, educational, experimental, industrial/organizational, and social psychology). The number of departments reported for each major field are not exclusive, given that departments can have programs in more than one field or specialty.

[a] The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian American/Pacific Islander; American Indian/Alaskan Native; and Other.

Table 50

Sex and Race of Doctoral Students Enrolled Full-Time in All
Canadian Graduate Departments of Psychology: 1987-88

Sex	Race/Ethnicity[a]						
	White	Black	Hispanic	Asian	Native American	Not Specified	Total
Men (N=240)							
Row %	72	2	0	<1	0	25	100
Column %	34	62	0	14	0	37	35
Women (N=453)							
Row %	74	<1	0	3	0	23	100
Column %	66	38	0	86	0	63	65
Total: Row %	73	1	0	2	0	24	100
Column %	100	100	100	100	100	100	100
N	508	8	0	14	0	163	693

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by 13 departments that responded to the 1987-88 Survey of Graduate Departments in Psychology and that reported full-time doctoral students in psychology programs.

[a] The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian American/Pacific Islander; American Indian/Alaskan Native; and Other.

Table 51

Sex and Race of Doctoral Students Enrolled Full Time in All Canadian Graduate Departments of Psychology by Major Field of Study: 1987-88

Sex	Race/Ethnicity[a]						
	White	Black	Hispanic	Asian	Native American	Not Specified	Total
	Health Service Provider Programs (13 departments)						
Men (N=136)							
Row %	77	0	0	<1	0	22	100
Column %	32	0	0	33	0	28	31
Women (N=303)							
Row %	74	<1	0	<1	0	25	100
Column %	68	100	0	67	0	72	69
Total: Row %	75	<1	0	<1	0	24	100
Column %	100	100	100	100	100	100	100
N	328	2	0	3	0	106	439
	Non-Health Service Provider Programs (11 departments)						
Men (N=104)							
Row %	64	5	0	<1	0	30	100
Column %	37	83	0	9	0	54	41
Women (N=150)							
Row %	75	<1	0	7	0	17	100
Column %	63	17	0	91	0	46	59
Total: Row %	71	2	0	4	0	22	100
Column %	100	100	100	100	100	100	100
N	180	6	0	11	0	57	254

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by departments that responded to the 1987-88 Survey of Graduate Departments in Psychology and that reported full-time doctoral students in health service provider programs (e.g., clinical, counseling, and school psychology) and/or in those programs in psychology that do not train students for practice (e.g., developmental, educational, experimental, industrial/organizational, and social psychology). The number of departments reported for each major field are not exclusive, given that departments can have programs in more than one field or specialty.

[a] The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian American/Pacific Islander; American Indian/Alaskan Native; and Other.

Table 52

Sex and Race of Master's Students Enrolled Full Time in All Canadian Graduate Departments of Psychology: 1987-88

Sex		Race/Ethnicity[a]						
		White	Black	Hispanic	Asian	Native American	Not Specified	Total
Men (N=157)								
	Row %	84	0	0	2	0	14	100
	Column %	29	0	0	43	0	39	30
Women (N=368)								
	Row %	89	0	0	1	0	10	100
	Column %	71	0	0	57	0	61	70
Total:	Row %	88	0	0	1	0	11	100
	Column %	100	100	100	100	100	100	100
	N	462	0	0	7	0	57	525

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by 16 departments that responded to the 1987-88 Survey of Graduate Departments in Psychology and that reported full-time master's students in psychology programs.

[a] The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian American/Pacific Islander; American Indian/Alaskan Native; and Other.

Table 53

Sex and Race of Master's Students Enrolled Part Time in All Canadian Graduate Departments of Psychology: 1987-88

Sex		Race/Ethnicity[a]						
		White	Black	Hispanic	Asian	Native American	Not Specified	Total
Men (N=41)								
	Row %	98	0	0	0	0	2	100
	Column %	35	0	0	0	0	100	36
Women (N=73)								
	Row %	100	0	0	0	0	0	100
	Column %	65	0	0	0	0	0	64
Total:	Row %	99	0	0	0	0	<1	100
	Column %	100	100	100	100	100	100	100
	N	113	0	0	0	0	1	114

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by 8 departments that responded to the 1987-88 Survey of Graduate Departments in Psychology and that reported part-time master's students in psychology programs.

[a] The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian American/Pacific Islander; American Indian/Alaskan Native; and Other.

REFERENCES

American Association of University Professors. (1988). Mastering the academic marketplace: The annual report on the economic status of the profession, 1987-88. *Academe*, *74*, 3-75.

American Association of State Colleges and Universitites and College and University Personnel Association. (1988). *1987-88 AASCU/CPA National Faculty Salary Survey by discipline and rank in state colleges and universities*. Washington, DC: College and University Personnel Association.

American Psychological Association. (1987). *Graduate study in psychology and associated fields, 1987*. Washington, DC: Author.

American Psychological Association. (1988). *Graduate study in psychology and associated fields, 1988*. Washington, DC: Author.

Chronister, J.L. (1984). *The graying of the professoriate*. Unpublished manuscript.

Coyle, S.L. & Bae, Y. (1987). *Summary report 1986: Doctorate recipients from United States universities*. Washington, DC: National Academy Press.

El-Khawas, E. (1988). *Campus trends, 1988*. Washington, DC: American Council on Education.

Gilford, D.M., & Syverson, P.D. (1978). *Summary report 1977: Doctorate recipients from United States universitites*. Washington, DC: National Academy of Sciences.

Harmon, L.R., & Soldz, H. (1963). *Doctorate production in United States universities 1920-1962*. Washington, DC: National Academy of Science.

Howard, A., Pion, G.M., Gottfredson, G.D., Flattau, P.E., Oskamp, S., Pfafflin, S.M., Bray, D.W., & Burstein, A.G. (1986). The changing face of American psychology: A report from the Committee on Employment and Human Resources. *American Psychologist*, *41*, 1311-1327.

Lozier, G.G., & Dooris, M.J. (1987, November). *Is higher education confronting faculty shortages*? Paper presented at the meeting of the Association for the Study of Higher Education, Baltimore, MD.

Mangan, K.S. (1988, October 26). Colleges offering added benefits to retired professors in effort to make quitting appeal to older scholars. *The Chronicle of Higher Education*, pp. A15-A17.

National Research Council (1988). *Preliminary tables of 1987 doctorate recipients from United States universities*. Unpublished manuscript.

National Science Foundation. (1988a). Selected data on graduate science/engineering students and postdoctorates, Fall 1987. Washington, DC: Author.

National Science Foundation. (1988b). Women and minorities in science and engineering. Washington, DC: Author.

Pion, G.M., Bramblett, J.P., & Wicherski, M. (1987). Graduate departments of psychology, 1986-87: Report of the annual APA/COGDOP Departmental Survey. Washington, DC: American Psychological Association.

Pion, G.M., Wicherski, M., & Kohout, J. (1988). 1987-88 Faculty salaries in graduate departments of psychology. Washington, DC: American Psychological Association.

Smith, W.C., Jr. (1988). Report on medical school faculty salaries: 1987-88. Washington, DC: Association of American Medical Colleges.

Stapp, J. (1981). Summary report of 1980-81 Survey of Graduate Departments of Psychology. Washington, DC: American Psychological Association.

Syverson, P.D., & Robinson, D.S. (1987). CGS/GRE Annual Survey of Graduate Enrollment: 1986 report. Princeton, NJ: Educational Testing Service.

Vetter, B.M. (1989). Women in science: Progress and problems. (Occasional Paper 89-1). Washington, DC: Commission on Professionals in Science and Technology.

APPENDIX A

Copy of 1987-88 Survey of Graduate Departments of Psychology

SURVEY OF GRADUATE DEPARTMENTS OF PSYCHOLOGY: 1987-1988

Directions:

- The following items request information on your graduate students, faculty, and departmental characteristics. Although the term "department" is used throughout the survey, we recognize that this term may not accurately denote your unit. For example, in some cases the appropriate term might be "division," "program," or "school." However, for ease of question wording and readability, "department" has been used to refer to all types of units which house graduate psychology programs. The term "department chair" is used to identify the individual with chief administrative responsibility for the programs, although his/her actual title may be different (e.g., "department head" or "dean").
- Please read the directions and possible responses before answering.
- Please answer each question as best you can. Feel free to write an explanation in the margin or on the back of the page.
- All data which you provide are strictly confidential and will be reported in aggregate form only.
- When completed, return in the postpaid, self-addressed envelope to:

American Psychological Association
c/o Jessica Kohout, Research Officer
Demographic, Employment, and Educational Research
American Psychological Association
1200 Seventeenth Street N.W.
Washington, D.C. 20036

FOR OFFICE USE ONLY:

_______ [1-3] _______ [4-5] _________ [6-11] _______ [12-13] _______ [14-16]

A. DEPARTMENT CHARACTERISTICS

Q-1 Type of institution (Check one): ( ) 1. PUBLIC [17]
( ) 2. PRIVATE

Q-2 Name of your department: [18-19]

Q-3a Does your department award baccalaureate degrees in psychology?
( ) 1. YES
( ) 2. NO → (SKIP TO QUESTION 4) [20]

Q-3b Indicate the number of baccalaureate degrees in psychology awarded by your department in academic year 1986-87 (i.e., between July 1, 1986 and June 30, 1987): [21-23]

Q-4 Indicate all types of graduate degree programs currently in your department. If you check "YES" to a degree category, please indicate the number of degrees awarded by your department in 1986-87 (i.e., between July 1, 1986 and June 30, 1987).

Type of Degree	Awarded by Department YES	 NO	Number of Degrees Awarded in 1986-87	
PhD	( )	( )		[24-43]
PsyD	( )	( )		
EdD	( )	( )		
OTHER DOCTORAL DEGREE (specify): _________	( )	( )		
MASTER'S DEGREE	( )	( )		→ IF YOUR DEPARTMENT HAS NO DOCTORAL PROGRAMS, SKIP TO QUESTION 7a)

Q-5 (FOR DEPARTMENTS WITH DOCTORAL PROGRAMS): Does your department admit students seeking a master's degree?

( ) 1. YES, STUDENTS ARE ADMITTED TO A MASTER'S PROGRAM THAT DOES NOT LEAD TO A DOCTORAL DEGREE FROM THE DEPARTMENT.
( ) 2. NO, STUDENTS ARE ADMITTED TO DOCTORAL PROGRAMS ONLY. [44]

B. GRADUATE ENROLLMENTS

In the boxes below, please indicate the number of doctoral students by type of degree program (PhD, PsyD, and other), broad specialty grouping, sex, and race/ethnicity. Provide the information separately for full-time doctoral students and part-time doctoral students. A full-time doctoral student is defined as a student enrolled for credit in a doctoral program who is engaged full-time in training activities. These activities may embrace any appropriate combination of study, teaching, and research, depending on your institution's own policy. Students who are engaged in full-time predoctoral internships should be included.

Practice specialties include clinical, counseling, and school psychology plus other subfields that train students for licensure to provide direct health/mental health services. Research/other specialties include such subfields as developmental, educational, experimental, industrial/organizational, social, physiological, and other subfields. Some programs in your department may not fall neatly into these two categories; however, please attempt to place students in either category based on the emphasis of the program.

Please total the number of students in each column. If you are unable to report enrollments by race/ethnicity, please give the total number of students in each column.

Q-6a FULL TIME DOCTORAL STUDENTS: ( ) Check here if your department has NO full-time doctoral students ——→ GO TO QUESTION 6b

RACE/ETHNICITY	PHD PROGRAMS				PSYD PROGRAMS				OTHER DOCTORAL DEGREE PROGRAMS (EDD,RHD)			
	PRACTICE		RESEARCH/OTHER		PRACTICE		RESEARCH/OTHER		PRACTICE		RESEARCH/OTHER	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
White (not of Hispanic origin)												
Black (not of Hispanic origin)												
Hispanic (regardless of race)												
Asian/Pacific Islander												
American Indian/ Alaskan Native												
TOTAL, FULL TIME DOCTORAL STUDENTS												

TOTAL SHOULD AGREE WITH QUESTION 8 ON PAGE 4

= ☐

Q-6b PART TIME DOCTORAL STUDENTS: ( ) Check here if your department has NO part-time doctoral students ——→ GO TO QUESTION 7a.

RACE/ETHNICITY	PHD PROGRAMS				PSYD PROGRAMS				OTHER DOCTORAL DEGREE PROGRAMS (EDD,RHD)			
	PRACTICE		RESEARCH/OTHER		PRACTICE		RESEARCH/OTHER		PRACTICE		RESEARCH/OTHER	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
White (not of Hispanic origin)												
Black (not of Hispanic origin)												
Hispanic (regardless of race)												
Asian/Pacific Islander												
American Indian/ Alaskan Native												
TOTAL, PART-TIME DOCTORAL STUDENTS												

TOTAL SHOULD AGREE WITH QUESTION 8/6 ON PAGE 46

= ☐

In the boxes below, please indicate the number of master's students by broad specialty area, sex and ethnicity. Provide the information separately for full-time master's students and part-time master's students. A full-time master's student is defined as a student enrolled for credit in a master's program who is engaged full-time in training activities. These activities may embrace any appropriate combination of study, teaching, and research, depending on your institution's own policy.

Practice specialties include clinical, counseling, and school psychology and other subfields which train students to provide direct health/mental health services. Research/other specialties include such subfields as experimental, social, developmental, organizational, comparative, educational, and physiological psychology, personality, and other such programs. Some programs in your department may not fall neatly into these two categories; however, please attempt to place students in eith category based on the emphasis of the program.

Please total the number of students in each column. If you are unable to report enrollments by race/ethnicity, please give the total number of students in each column.

Q-7a FULL-TIME MASTER'S STUDENTS: ( ) Check here if your department has NO full-time master's students. ——▶ GO TO QUESTION 7b

RACE/ETHNICITY	PRACTICE		RESEARCH/OTHER	
	Male	Female	Male	Female
White (not of Hispanic origin)				
Black (not of Hispanic origin)				
Hispanic (regardless of race)				
Asian/Pacific Islander				
American Indian/Alaskan Native				
TOTAL, FULL-TIME MASTER'S STUDENTS				

TOTAL
SHOULD
AGREE WITH
QUESTION 18
ON PAGE 6

=

Q-7b PART-TIME MASTER'S STUDENTS: ( ) Check here if your department has NO part-time master's students. ——▶ GO TO QUESTION 8

RACE/ETHNICITY	PRACTICE		RESEARCH/OTHER	
	Male	Female	Male	Female
White (not of Hispanic origin)				
Black (not of Hispanic origin)				
Hispanic (regardless of race)				
Asian/Pacific Islander				
American Indian/Alaskan Native				
TOTAL, PART-TIME MASTER'S STUDENTS				

TOTAL
SHOULD
AGREE WITH
QUESTION 28
ON PAGE 8

=

C. STUDENTS ENROLLED IN DOCTORAL PROGRAMS

If you DO NOT have students enrolled in a doctoral program, CHECK HERE ( ) ——▶ SKIP TO QUESTION 18 [46]

Q-8 How many students are enrolled full time in your doctoral program? number should agree with the TOTAL provided in Question 6a) [47-49]

Q-9 Of this total (see Question 8), how many are first-year students? [50-52]

Questions 10-15 deal with financial support for graduate students. They focus on those traditional mechanisms of support in which the department typically plays some role. Examples include students being nominated for and receiving university fellowships, being assigned to faculty research grants, or being awarded teaching/research assistantships or traineeships by the department chair or a faculty committee.

Q-10 Of the TOTAL number of full-time doctoral students in your program (see Question 8), how many receive:

(1) Full support (i.e., tuition assistance which covers the entire cost of tuition and provides a full stipend) [53-55]

(2) Partial support (e.g., full or partial stipend only, full or partial tuition assistance only, partial tuition assistance and stipend, etc.) [56-58]

(3) No support [59-61]

(IF THE ANSWERS TO BOTH (1) AND (2) ARE 0, SKIP TO QUESTION 15)

Q-11 Does your department accept students into its doctoral program to whom it does not offer any type of financial support?

( ) 1. YES
( ) 2. NO [62]

Q-12 For doctoral students in psychology, typical mechanisms of institutional support are graduate teaching assistantships, graduate research assistantships, graduate fellowships, and federal traineeships.

On the following page, please indicate the amount paid to a full-time doctoral student in your program for each of these mechanisms of support. (Do not include in these amounts any direct or indirect payment of tuition or tuition waiver.) Report the total annual amount for 9 months or 12 months, depending on which is appropriate for your program.

In the column next to each mechanism of support, please check whether tuition assistance (e.g., direct or indirect payment of tuition, tuition waiver, etc.) is typically given in addition to the amounts reported.

Mechanism of Support	First Year			Intermediate Years			Dissertation Year			
	Stipend Amount (in $)	Tuition Assistance Yes	No	Stipend Amount (in $)	Tuition Assistance Yes	No	Stipend Amount (in $)	Tuition Assistance Yes	No	
Teaching Assistantship										
9-month	$	( )	( )	$	( )	( )	$	( )	( )	[63-80]
12-month	$	( )	( )	$	( )	( )	$	( )	( )	[81-98]
Research Assistantship										
9-month	$	( )	( )	$	( )	( )	$	( )	( )	[99-116]
12-month	$	( )	( )	$	( )	( )	$	( )	( )	[117-134]
Fellowship										
9-month	$	( )	( )	$	( )	( )	$	( )	( )	[135-152]
12-month	$	( )	( )	$	( )	( )	$	( )	( )	[153-170]
Traineeship										
9-month	$	( )	( )	$	( )	( )	$	( )	( )	[171-188]
12-month	$	( )	( )	$	( )	( )	$	( )	( )	[189-206]

Q-13 We are trying to obtain a sense of the "comparability" of teaching and research assistantships across different institutions/departments. For example, a doctoral student enrolled full time may have a teaching assistantship in which he/she is expected to spend 20 hours per week (half-time) in activities directly associated with this assistantship. Based on the stipend amounts which you provided in Question 12, what is the minimal amount of time (in hours) expected of a doctoral student who receives this stipend?

(1) Teaching assistantship ☐ hours per week [207-208]

(2) Research assistantship ☐ hours per week [209-210]

Q-14 In recruiting individuals who had been accepted into your doctoral program for 1987-88 (i.e., prospective students whom you were recruiting last spring), indicate the most attractive (in terms of total dollar worth) financial support "package" that you offered an individual student. (Indicate separately the cost of any direct or indirect tuition assistance, stipend, and other support (e.g., special fellowships, etc.)

(1) Tuition assistance $ [211-216]

(2) Stipend/Salary $ [217-222]

(3) Other (specify) ______________ $ [223-228]

TOTAL AMOUNT OF FINANCIAL PACKAGE $ [229-234]

Q-15 Do you have students enrolled part time in a doctoral program? ( ) 1. YES
( ) 2. NO →(SKIP TO QUESTION 18) [235]

Q-16 How many part-time students are enrolled in your doctoral program? [236-238]

Q-17 Of this number (see Question 16), how many receive:

(1) Support [239-241]
(2) No support [242-244]

D. STUDENTS ENROLLED IN MASTER'S PROGRAMS

If you DO NOT have students enrolled in a master's program, CHECK HERE ( ) ⟶ SKIP TO QUESTION 25 [245]

Q-18 How many students are enrolled full time in your master's program? (This number should agree with the TOTAL provided in Question 7a) [246-248]

Q-19 Of this total (see Question 18), how many are first-year students? [249-251]

Questions 20-24 deal with financial support for graduate students. They focus on those traditional mechanisms of support in which the department typically plays some role. Examples include students being nominated for and receiving university fellowships, being assigned to faculty research grants, or being awarded teaching/research assistantships or traineeships by the department chair or a faculty committee.

Q-20 Of the TOTAL number of full-time master's students in your program (see Question 18), how many receive:

(1) Full support (i.e., tuition assistance which covers the entire cost of tuition and provides a full stipend) [252-254]
(2) Partial support (e.g., full or partial stipend only, full or partial tuition assistance only, partial tuition assistance and stipend, etc.) [255-257]
(3) No support [258-260]

(IF THE ANSWERS TO BOTH (1) AND (2) ARE 0, SKIP TO QUESTION 16)

Q-21 Does your department accept students into its master's program to whom it does not offer any type of financial support?

( ) 1. YES
( ) 2. NO

[261]

Q-22 For __master's__ students in psychology, typical mechanisms of institutional support are graduate teaching assistantships, graduate research assistantships, graduate fellowships, and federal traineeships.

Please indicate the amount paid to a full-time master's student in your program for each of these mechanisms of support. (Do __not__ include in these amounts any direct or indirect payment of tuition or tuition waiver.) Report the total annual amount for 9 months or 12 months, depending on which is appropriate for your program.

In the column next to each mechanism of support, please __check__ whether tuition assistance (e.g., direct or indirect payment of tuition, tuition waiver, etc.) is typically given __in addition__ to the amounts reported.

Mechanism of Support	First Year			Beyond First Year			
	Stipend Amount (in $)	Tuition Assistance Yes	Tuition Assistance No	Stipend Amount (in $)	Tuition Assistance Yes	Tuition Assistance No	
Teaching Assistantship							
9-month	$	( )	( )	$	( )	( )	[262-273]
12-month	$	( )	( )	$	( )	( )	[274-285]
Research Assistantship							
9-month	$	( )	( )	$	( )	( )	[286-297]
12-month	$	( )	( )	$	( )	( )	[298-309]
Fellowship							
9-month	$	( )	( )	$	( )	( )	[310-321]
12-month	$	( )	( )	$	( )	( )	[322-333]
Traineeship							
9-month	$	( )	( )	$	( )	( )	[334-345]
12-month	$	( )	( )	$	( )	( )	[346-357]

Q-23 We are trying to obtain a sense of the "comparability" of teaching and research assistantships across different institutions/departments. For example, a master's student enrolled full time may have a teaching assistantship in which he/she is expected to spend 20 hours per week (half-time) in activities directly associated with this assistantship. Based on the stipend amounts which you provided in Question 22, what is the minimal amount of time (in hours) expected of a master's student who receives this stipend?

(1) Teaching assistantship ☐ hours per week [358-359]

(2) Research assistantship ☐ hours per week [360-361]

Q-24 In recruiting individuals who had been accepted into your master's program for 1987-88 (i.e., prospective students whom you were recruiting last spring), indicate the most attractive (in terms of total dollar worth) financial support "package" that you offered an individual student. (Indicate separately the cost of any direct or indirect tuition assistance, stipend, and other support (e.g,, special fellowships, etc.)

(1) Tuition assistance	$	[362-367]
(2) Stipend/Salary	$	[368-373]
(3) Other (specify) ____________	$	[374-379]
TOTAL AMOUNT OF FINANCIAL PACKAGE	$	[380-385]

Q-25 Do you have students enrolled part time in a master's program?
( ) 1. YES
( ) 2. NO →(SKIP TO QUESTION 28) [386]

Q-26 How many part-time students are enrolled in your master's program? ☐ [387-389]

Q-27 Of this number (see Question 26), how many receive:

(1) Support	☐	[390-392]
(2) No support	☐	[393-395]

E. FACULTY POSITIONS

Q-28 How many faculty members are there in your department? (Include faculty members who are on leave of absence but do not include visitors from other institutions. For joint appointments, include that portion which is paid for by the department.)

FTE refers to full-time equivalent and is usually used to convert the number of persons with part- or split-time appointments to an equivalent number of full-time personnel according to institutionally agreed upon conventions.

The number of FTEs should be equal to or greater than the HEADCOUNT of full-time employees in any given academic unit, using decimals (proportion of 1.00) for part-time faculty. The number of FTEs would be equal to or less than the total headcount and equal to or greater than the number of full-time employees.

	Headcount		FTE	
	Full-time	Part-time		
(1) Tenured	☐	☐	☐	[397-403]
(2) Tenure-track	☐	☐	☐	[404-410]
(3) Not on tenure track	☐	☐	☐	[411-417]
(4) Other (please specify): ____________	☐	☐	☐	[418-424]
(4) TOTAL	☐	☐	☐	[425-434]

With regard to full-time, regular faculty members in your department, how many new and how many replacement positions did you have for this current year (i.e., positions where individuals hired would have joined your faculty in Fall 1987) and at what ranks? How many of these positions overall did you fill? (Note: "Junior" ranks are defined as Lecturers, Instructors, and Assistant Professors, and "Senior" Ranks include Associate and Full Professors. Rank "Open" refers to positions which can be hired for at any rank).

	Positions Open for Faculty in:				
	Junior Ranks Only	Senior Ranks Only	Rank Open	Other	
Number of positions open:					
(1) New positions					[435-442]
(2) Replacement positions					[443-450]
Number of positions filled:					[451-458]

Q-30a Did any full-time, regular, tenured and non-tenured faculty members in your department leave your department during the 1986-1987 year? (Check one only)

( ) 1. YES ( ) 2. NO ———→ SKIP TO QUESTION 31 [459]

Q-30b Of the full-time, regular faculty who left your department in 1986-87, how many:

	Tenured	Not Tenured	
(1) Retired during 1986-1987			[460-463]
(2) Left their tenured position for another faculty position			[464-467]
(3) Left their tenured position for a nonacademic position			[468-471]
(4) Failed to get tenure or have contract renewed			[472-475]
(5) Other (specify) ____________			[476-479]
TOTAL			[480-483]

Q-31a During 1978-88, did any individuals join your full-time, regular faculty (in Fall 1987) or will be joining your faculty (e.g., in January, 1988)? (Check one only)

( ) 1. YES ( ) 2. NO ———→ SKIP TO QUESTION 32 [484]

Q-31b Of the full-time regular faculty members who joined or will be joining your department during 1987-88, how many:

(1) Came directly from graduate school (a new doctorate recipient)		[485-486]
(2) Came from a postdoctoral appointment		[487-488]
(3) Came from a previous faculty position		[489-490]
(4) Came from previous nonacademic position		[491-492]
(5) Other (specify) ____________		[493-494]
TOTAL		[495-496]

F. TENURE AND RETIREMENT POLICIES

Q-32 With regard to full-time regular faculty, has your institution implemented any of the following tenure/appointment policies that also apply to your department? (Check all that apply).

( ) ANNOUNCED QUOTAS ON NUMBER OR PERCENTAGE OF TENURED FACULTY [497]

( ) LENGTHENED PROBATIONARY PERIOD BEFORE TENURE DECISION MUST BE MADE [498]

( ) REPLACED TENURE WITH FIXED-TERM CONTRACT FOR SOME POSITIONS [499]

( ) OTHER ACTIONS DESIGNED TO CHANGE THE NUMBERS OF FACULTY BY RANK, OR HAVING THAT EFFECT

(please specify): ______________________________ [500]

____

( ) NONE OF THE ABOVE [501]

Q-33 How many of your full-time, regular faculty currently are:

(1) 55-65 years of age ☐ [502-503]

(2) Over 65 years of age ☐ [504-505]

Q-34a Is there a mandatory retirement age for faculty at your institution?

( ) 1. YES
( ) 2. NO ⟶ SKIP TO QUESTION 35 [506]

Q-34b What is the mandatory retirement age for your faculty? ☐ YEARS OF AGE [507-508]

Q-35 Based on your knowledge to date, how many full-time, regular faculty members in your department plan to retire during 1987-1988?

☐ FACULTY PLAN TO RETIRE [509-510]

Q-36 Does your institution have early retirement options available for its faculty?

( ) 1. YES
( ) 2. NO ⟶ SKIP TO QUESTION 41 [511]

Q-37 Check ALL the early retirement options currently available to your faculty. (Note. NRA refers to "normal retirement age" whereas MRA refers to "mandatory retirement age.")

( ) FULL EARLY RETIREMENT - BEGINS BEFORE NRA OR MRA, AND FREQUENTLY CONTAINS THE INCENTIVE OF EXTRA INCOME BASED ON A PERCENT OF FINAL YEAR SALARY AND CONTINUATION OF SOME OR ALL INSTITUTIONAL CONTRIBUTIONS TO INDIVIDUAL'S BENEFIT PLANS UP TO NRA/MRA. [512]

( ) EARLY COMMITMENT - IS DESIGNED FOR YOUNGER FACULTY (55-62) AND ALLOWS THEM TO MAKE A FIRM COMMITMENT TO RETIRE AT NRA. IN RETURN, INSTITUTION AUGMENTS ITS CONTRIBUTION TO TIAA-CREF UP TO RETIREMENT. RESULTS IN AFTER-TAX POST-RETIREMENT INCOME THAT IS ABOUT EQUAL TO THAT OF PRE-RETIREMENT INCOME. [513]

( ) PARTIAL RETIREMENT - ALLOWS FACULTY TO BEGIN TO DRAW RETIREMENT BENEFITS WHILE CONTINUING TO WORK IN SOME CAPACITY (USUALLY PART- (HALF) TIME TEACHING AT 60-70% OF BASE SALARY). INSTITUTION USUALLY CONTINUES REGULAR FACULTY BENEFITS UP TO NRA OR AGREED DATE OF RETIREMENT. [514]

( ) PHASED RETIREMENT - DOES NOT ALLOW FACULTY TO DRAW AGAINST RETIREMENT ANNUITY FUNDS AS INDIVIDUAL MOVES FROM FULL TO PART-TIME EMPLOYMENT. THE INSTITUTION MAY CONTINUE TO CONTRIBUTE TO THE RETIREMENT FUND DURING THE PHASE PERIOD. [515]

( ) BRIDGE BENEFIT - TAKES ADVANTAGE OF FACULTY SOCIAL SECURITY BENEFITS AND CURRENT TAX LAWS, MAINTAINS INCOME AT STABLE LEVELS. TARGETED FOR FACULTY BETWEEN 65-69. DELAYS COMMENCEMENT OF TIAA-CREF BENEFITS UNTIL AFTER BRIDGE BENEFIT IS COMPLETE. FACULTY ARE NOT PENALIZED FOR ENGAGING IN OTHER PAID EMPLOYMENTS BEYOND POSSIBLE REDUCTIONS IN SOCIAL SECURITY BENEFITS. SOME LEVEL OF FRINGE AND OTHER BENEFITS ARE TYPICALLY MAINTAINED FOR THE BRIDGE PERIOD. [516]

( ) OTHER ((please specify) ______________________________

____

______________________________ [517]

Q-38 Indicate which of the following incentives, if any, are part of early retirement packages in your department. (Check all that apply)

( ) FINANCIAL
( ) ACCESS TO OFFICE/LABORATORY SPACE [518]
( ) LIBRARY PRIVILEGES [519]
( ) PARKING PRIVILEGES [520]
( ) TUITION BENEFITS FOR IMMEDIATE FAMILY [521]
( ) CLERICAL SUPPORT [522]
( ) ACCESS TO COMPUTER [523]
( ) OTHER (SPECIFY______________________________) [524]
( ) OTHER (SPECIFY______________________________) [525]
( ) NONE OF THE ABOVE [526]
( ) DON'T KNOW [527]
[528]

Q-39 In your opinion, how strong an incentive do the early retirement options overall provide for faculty to retire early? (Check one only)

( ) VERY STRONG INCENTIVE
( ) STPONG INCENTIVE
( ) NEITHER STRONG NOR WEAK INCENTIVE
( ) WEAK INCENTIVE
( ) VERY WEAK INCENTIVE
[529]

Q-40 Additional comments about tenure and/or retirement policies that affect your department.

____

G. ADMINISTRATION AND SALARIES

Q-41a What is the type of term for the department chair?

( ) 1. INDEFINITE TERM ——————→(SKIP TO QUESTION 42)
( ) 2. DEFINITE TERM, RENEWABLE
( ) 3. DEFINITE TERM, NOT RENEWABLE

[530]

Q-41b How long is the term? ☐ YEARS [531-532]

Q-41c Is there a limit on the number of consecutive terms which the chair can serve? (Check one)

( ) 1. YES: How many terms? ☐ TERMS
( ) 2. NO

[533-535]

Q-41d How long have you been chair? ☐ YEARS ☐ MONTHS [536-539]

Q-42 Is there a formal assistant/associate chair position in your department?

( ) 1. YES: Check if this individual is a tenured/tenure track faculty member ( )
( ) 2. NO

[540-541]

Q-43 What was the average starting salary in 1987-88 for a new faculty member who was a new Ph.D.? $ ☐ [542-546]

Indicate the period for this salary: ( ) 9-10 MONTH
( ) 11-12 MONTH

[547]

Q-44 What salary do you expect that you would offer a new PhD in 1988-89? $ ☐ [548-552]

Indicate the period for this salary: ( ) 9-10 MONTH
( ) 11-12 MONTH

[553]

Q-45 What salary do you expect that you would offer a PhD with two years of postdoctoral experience in 1988-89? $ ☐ [554-558]

Indicate the period for this salary: ( ) 9-10 MONTH
( ) 11-12 MONTH

[559]

Q-46a What is the total academic year salary of the department chair? (If the salary period for this position is 9-10 months, do not include summer support in this amount.) $ ☐ [560-564]

Indicate the period for this salary: ( ) 9-10 MONTH
( ) 11-12 MONTH

[565]

Q-46b Is this salary higher than that typically paid to a faculty member at the same rank and with the same number of years of experience?

( ) 1. YES: How much higher? ☐ %
( ) 2. NO
[566-570]

Q-47 Does the department chair also receive any of the following (Check all that apply)

( ) EXTRA SECRETARIAL SUPPORT [571]
( ) EXTRA GRADUATE ASSISTANTS [572]
( ) SUMMER STIPEND/ SALARY: For how many months? ______ [573-574]
( ) REDUCED TEACHING LOAD [575]
( ) OTHER (Please specify): ____________________ [576]

Q-48a What is the average total academic salary of administrative positions within the department such as director of a special program (e.g., Director of Clinical Training)? (If the salary period for this position is 9-10 months, do not include summer support in this amount.) $ ______ [577-581]

Indicate the period for this salary: ( ) 9-10 MONTH
( ) 11-12 MONTH
[582]

Q-48b Is this salary higher then that typically paid to a faculty member at the same rank and with the same number of years of experience?

( ) 1. YES: How much higher? ☐ %
( ) 2. NO
[583-587]

Q-49 Do the individuals in these positions also receive any of the following? (Check all that apply)

( ) EXTRA SECRETARIAL SUPPORT [588]
( ) EXTRA GRADUATE ASSISTANTS [589]
( ) SUMMER STIPEND/ SALARY: For how many months? ______ months [590-592]
( ) REDUCED TEACHING LOAD [593]
( ) OTHER (Please specify): ____________________ [594]

Q-50 How were faculty raises determined for last year (i.e., 1986-87)? (Check one only)

( ) THERE WERE NO FACULTY RAISES. [595]
( ) CONTRACT NEGOTIATIONS WITH A UNION
( ) COST OF LIVING ADJUSTMENT ONLY
( ) MERIT INCREASE ONLY
( ) MERIT INCREASE OVER AND ABOVE A COST OF LIVING ADJUSTMENT
( ) OTHER (Please specify): ____________________

Q-51 What is the contract period for your faculty? (Check one only)

( ) 1. 9-10-MONTH CONTRACT
( ) 2. 11-12-MONTH CONTRACT
[596]

PLEASE GO TO NEXT SECTION

(Note to Readers: The instructions for completing this form have not been included.)

FACULTY SALARY SECTION

	SUBFIELD	EMPLOYMENT STATUS			RANK AND YEARS IN RANK											NEW APPOINTMENT (Check if Yes)	SEX		ETHNICITY/RACE					HIGHEST DEGREE			YEAR OF HIGHEST DEGREE (i.e., 19__)	TENURE STATUS			SALARY
					Full Professor				Associate Professor			Asst. Prof.		Lect./Instr.																	
		Full-Time	Joint Appointment	Part-Time	At least 12 yrs	6 - 11 years	3 - 5 years	Less than 3 yrs	At least 6 yrs	3 - 5 yrs	Less than 3 yrs	At least 3 yrs	Less than 3 yrs	At least 3 yrs	Less than 3 yrs		Male	Female	White	Black	Hispanic	Asian/Pacific Islander	American Indian or Alaskan Native	Doctoral	Master's	Other		Tenured	Not Tenured but on Tenure Track	Not Tenured and Not on Tenure Track	
EX.	Social	☑	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☑	☐	☑	☐	☐	76	☑	☐	☐	$32,000
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	$
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	$
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	$
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	$
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	$
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	$
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	$
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	$
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	$
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	$
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	$
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	$
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	$
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	$
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	$
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	$
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	$
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	$
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	$
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	$
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	$
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	$

APPENDIX B

Appendix Table B-1

Table B-1

Response Rates to the 1987-88 Survey of Graduate Departments of Psychology[a]

	U.S. Departments					Canadian Departments		
	Doctoral		Master's		Total	Doctoral	Master's	Total
	Public	Private	Public	Private				
Number of departments in survey:	244	131	156	77	608	27	6	33
N (%) responding:	184 (75%)	93 (71%)	97 (62%)	39 (51%)	413 (68%)	13 (48%)	5 (83%)	18 (55%)
Department name:								
Psychology	135 114 (84%)	71 61 (86%)	126 81 (64%)	51 31 (61%)	383 287 (75%)	25 13 (52%)	6 5 (83%)	31 18 (58%)
Educational psychology	32 22 (69%)	8 2 (25%)	4 0 (0%)	0 -	44 24 (55%)	2 0 (0%)	0 -	2 0 (0%)
Counseling psychology/ Counselor education	28 21 (75%)	11 9 (82%)	14 9 (64%)	12 4 (33%)	65 43 (66%)	0 -	0 -	0 -
Human development	15 9 (60%)	4 2 (50%)	2 1 (50%)	2 1 (50%)	23 13 (57%)	0 -	0 -	0 -
Professional school	3 3 (100%)	22 15 (68%)	0 -	1 1 (100%)	26 19 (73%)	0 -	0 -	0 -
Other[b]	31 15 (48%)	15 4 (27%)	10 6 (60%)	11 2 (18%)	67 27 (40%)	0 -	0 -	0 -

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

[a] This includes 641 departments listed in Graduate Study in Psychology and Associated Fields 1988.

[b] This is a heterogeneous category that includes, for example, school psychology and interdisciplinary programs.